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Colorado State Board for Community Colleges and Occupational Education, Denver. Home Economics Div.; Colorado State Univ., Fort Collins. Dept. of Vocational Education.

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Supplementary instructional materials, following the scope and sequence suggested by the Colorado Program Planning Guide, deal with the study of physiological and psychological growth and maturation for the entire life cycle. Materials were developed by graduate students for junior high through adult level. Concepts of needs, developmental tasks, and the concept of self appear at each grade level, but are designed to provide for progressively greater depth and expansion of the concept. Objectives state the desired and intended kinds and depths of student behavioral changes and the content areas in which the objectives are to operate. Domains are identified and the level reached in each domain is specified. Objectives, generalizations, learning and evaluation experiences are listed in tabular form for Grade 7, Homemaking I, II, III, the Semester Course, family living course, occupations related to human development, parent education, and adult education. An appendix contains teaching aids, a list of developmental tasks, and adolescent goals, and an academic game adapted to maturation and developmental tasks. A bibliography of references and a list of sources of teaching materials are included. (FP)

COLORADO GUIDE
FOR
TEACHING HUMAN DEVELOPMENT
FOR
Home Economics Education
Secondary Adult and Occupations

PRODUCED BY

Home Economics Division
State Board for Community Colleges and Occupational Education
207 State Services Building
Denver, Colorado 80203

Developed

In Cooperation With
Colorado State University
Home Economics Education
Department of Vocational Education
Fort Collins, Colorado 80521

JUNE 1968

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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MEMORANDUM

TO: The ERIC Clearinghouse on Vocational and Technical Education
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DATE: September 27, 1968

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FOREWORD

The Home Economics staff of the State Board for Community Colleges and Occupational Education, because of significant changes in Vocational Education and Vocational Home Economics Education, is developing a series of new curriculum materials. In 1967 the Colorado Program Planning Guide and Supplement for Home Economics Education, Secondary, Adult and Occupations was produced.

The Colorado Guide for Teaching Human Development is the second of these working materials to be produced. It provides for much greater breadth and depth than did the former Child Development Guide, which it replaces, for it includes materials related to the entire life cycle. It will thus give valuable assistance in planning courses outlined in the Suggested Scope and Sequence of the Colorado Program Planning Guide for:

basic fundamentals in occupational training for the Child Development area

comprehensive vocational home economics courses

depth areas

family living

adult education

To be closely correlated with this guide will be one on Inter-Personal Relationships whose development will begin the summer of 1968.

It is a sincere hope that these curriculum materials supplied to Colorado home economics teachers through the use of vocational education funds will serve as useful resources in developing effective programs for our changing society.

Dr. Marvin G. Linson, Executive Director
State Board for Community Colleges and
Occupational Education

Mrs. Lucile Fee
Director Division
Home Economics Education

INTRODUCTION

Home Economics teachers enrolled as students at Colorado State University in the 1967 summer session class VE 170, Problems in Home Economics Education, developed working materials and units for teaching human development. Then through the combined efforts of these students, the class instructor and the Home Economics Division of the Colorado State Board for Community Colleges and Occupational Education, these working materials were adapted to produce this Colorado Guide for Teaching Human Development.

Special recognition and appreciation are due the instructor of this class, Mrs. Juanita Roberts, Assistant Professor, Home Economics Education, Colorado State University, for her vision, dedication and ability in working with class members in the production of this Guide. The class members gave generously of themselves in creative effort for which much credit is due. They were:

Mrs. Jo Baker
Mrs. Mary Jean Earl
Mrs. Augusta Franchs
Mrs. Millicent Lane
Mrs. Jean Lewis
Mrs. Ava Merritt
Mrs. Dorothy C. Smith
Mrs. Carol Subera
Mrs. Delphi Williams

The editing of the Guide was also a special responsibility of Mrs. Juanita Roberts for which sincere appreciation is extended. Serving as consultants for which recognition and appreciation are due were:

Mrs. Elisabeth Meskimen, Supervisor, Adult Homemaking, Colorado State Board for Community Colleges and Occupational Education, Denver

Mrs. Margaret Hansen, Academic Adviser for Early Childhood Education, Extension, Service, University of Colorado, Boulder

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Miss Hazel Crain, Associate Professor Home Economics Education, University of Nebraska, Lincoln, Nebraska

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Miss JoElen Zgut, Graduate Student, Vocational Education, Colorado State University.

Mrs. Bernice E. Gates, Administrative Secretary ,Department of Vocational Education, Colorado State University is due our most heartfelt thanks for the careful typing of the guide and assisting Mrs. Roberts in the arranging and editing.

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USE OF HUMAN DEVELOPMENT GUIDE

Background

The Colorado Program Planning Guide for Home Economics Education Secondary, Adult, and Occupations provides necessary background information relative to the foundations and basic elements of curriculum, to the suggested structure of curriculum, and to the format used in planning courses.

Scope and Sequence

The Colorado Guide for Teaching Human Development follows the scope and sequence suggested on pages 78 and 79 of the Colorado Program Planning Guide. This guide in human development deals with the study of the physiological and psychological growth and maturation for each of the following life stages: prenatal, infancy, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, and later maturity. The guide provides for a continuing study of human development for junior high, high school, adult and occupational classes. Certain elements of curriculum regarding the concepts of needs, developmental tasks, and concept of self appear at each grade level, but are designed to provide for progressively greater depth and expansion of the concept. This plan of organization is used to reinforce and emphasize understandings developed at each preceeding level.

It is difficult to arbitrarily separate human physiological and psychological change and maturation from the social, the emotional and the moral development and behavior as it relates to interdependent relations and interaction with others. Since this correlation exists, it may be expedient to adapt the contents of this guide so that the concepts of human development are integrated with the interpersonal relationship concepts suggested in the Colorado Program Planning Guide.

Objectives

The objectives selected for this guide are underlined and state the desired and intended kinds and depths of student behavioral changes and the content areas in which the objectives are to operate. Following each stated objective, the cognitive (C), affective (A), and psychomotor (P), domains are identified and the level (1,2,3,4, etc.) reached in each domain is specified by the use of abbreviations placed in parenthesis. An example: (C 3) would indicate that the stated objective was in the cognitive domain at the third level of learning -- application. The taxonomies and charts specifying the levels of each domain are included on pages 67, 68, and 69 of the Colorado Program Planning Guide.

The domain and level indicated for each objective are considered appropriate for a particular grade level. Successive levels of learning may consider similiar objectives, but guide the student toward a higher level of behavioral change within the same domain. An example: if the student reaches the level of knowledge (C-1) at the seventh grade, he may then be expected at ninth grade to start at the (C-1) level and proceed to the level of application (C-3). At a higher grade level he may be expected to advance from the (C-3) level to the synthesis (C-5) level of learning. This progression prevents unnecessary repetition, and allows the student to proceed in a logical and sequential manner of learning. In other instances, the student may reach evaluation level (C-6) of learning at each grade level.

Content

The content contains the concepts, generalizations, and value statements pertaining to human development which appear necessary to the achievement of the stated objectives.

The basic concepts and generalizations identified in the U. S. Office of Education Workshops and reported in the publication Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development, were used as guidelines in the development of content. These broad concepts and generalizations were apportioned into segments of content appearing appropriate for the different levels of learning. This guide includes the broad or third level generalizations, as well as some of the principles or first and second level generalizations which need to be developed in order to induce the broader statements.

The teacher, as she studies her students in terms of their pertinent needs, where they are in a learning sequence, and the social setting in which they live, may adapt the unifying concepts and generalizations to build concepts on a continium realistic to the goals of the individuals.

The content of this guide includes concepts pertinent to all stages of human development. The outline below indicates the levels in which particular concepts related to the life cycle are emphasized.

Basic concepts stressed at all levels:

- Physical growth
- Emotional growth
- Social growth
- Developmental tasks
- Basic needs
- Personality development
- Behavior
- Self

Life stages are emphasized at the following levels:

Prenatal - Homemaking III alternate
Homemaking III comprehensive
Semester course
Adult
Occupational

Infant - Homemaking II alternate
Homemaking III comprehensive
Semester course
Adult
Occupational

Early Childhood - Seventh grade, Homemaking I comprehensive
Semester course
Adult
Occupational

Middle Childhood - Homemaking II comprehensive and alternate
Semester course
Adult
Occupational

Adolescent - Seventh grade, Homemaking I comprehensive
Homemaking II comprehensive and alternate
Semester course
Adult
Occupational

Adulthood (Early, Middle, Late) - Homemaking II alternate
Homemaking III comprehensive
Adult
Occupational

Learning Experiences and Evaluation

A variety of learning and evaluative experiences have been suggested for the guide so that students will have opportunity to practice the kind of behavior implied by the objective and be evaluated in terms of the objective. It is well to remember that many particular purposeful activities may be used to accomplish the same educational objective and, conversely, the same learning experiences may bring about several outcomes. The teacher will therefore need to use initiative flexibility and creativity in selecting those learning experiences and evaluative techniques which best meet the needs of students in their acquisition of information, development of reasoning and cultivation of social attitudes. An orderly transition from one activity to another requires planning so that time, energy and motivation are conserved.

References, Teaching Materials and Aids

The references listed at the conclusion of the guide represent those publications and materials used in compiling the guide which seemed of significant value to teachers and students of human development. In columniation the key concepts of the guide are listed; X is placed in the column beside those references which pertain to a particular concept. The teacher may utilize these references in seeking pertinent background information which may be helpful or supplementary in teaching the units. The students may use these references in undertaking those learning experienceswhich require reading and research. The teacher will guide the students in the selection of references, according to the ability of the student, and availability of publications. Other resources, of course, will need to be added to the bibliographical listings.

Appendix

The appendix includes pertinent information which provide the teacher with background materials not readily available in some schools. These materials may also serve to introduce teachers to new references and publications.

SEVENTH GRADE HOMEMAKING
(6 weeks)

Scope: Self-understanding: hereditary and environmental influences; physical development; personal basic needs and developmental tasks; individual differences; behavior.

Understanding children: guiding behavior basic needs and developmental tasks of children; role of play; responsibilities of assisting with child care; baby sitting.

Concept I: Self Understanding

Objectives: Become aware of influences affecting personal growth and development. (A-1)

Develop some ability to apply the concepts and generalizations developed to self. (C-3)

Objectives and Generalizations	Learning and Evaluation Experiences
Study in this unit is designed to help students to: Be aware of the influence of heredity and environment on the development of the individual. (A-1)*	
Relate some hereditary and environmental influences to self. (C-3)*	Use a display of pictures of parents, grandparents, and students, titled Guess Who's Relative. Recognize and discuss inherited and acquired characteristics. Consider: Do you have any hereditary anomolies like missing teeth, extra toes, fingers, etc.?
Each person is an individual as a result of his heredity and environment. Physical characteristics which cannot be changed should be accepted.	List physical characteristics in four columns as below: LIKE MOTHER LIKE FATHER LIKE GRANDPARENTS THOSE I CAN'T EXPLAIN
	Interview adults to find out if they have physical characteristics they dislike and whether they have come to accept them.

---

*See Physical and Biological Bases of Development and Behavior - Puberty to Maturity - Appendix, page 107.

Objectives and generalizations	Learning and evaluation experiences
	Discuss actors, famous people and others who have capitalized on certain physical characteristics.
	List own physical strengths and weaknesses. Consider how famous persons have overcome weaknesses. (as Helen Keller) How might you overcome your weaknesses?
Many personal characteristics are a result of environment.	Interview mothers of children under one year to determine some inherent qualities evident in the child and some qualities that are already apparent due to the environment.
	Contrast environmental influences of growing up in a large or small family; of growing up in the city or the country.
	Write a paper on "Why Am I as I am?"
Be aware of the significance of physical development in relation to self-understanding. (A 1) Relate the physical changes which occur in human development to a better understanding of personal growth. (C 3)	
Although individuals develop at different rates, growth is continuous and follows a pattern.*	Each student bring in unidentified snapshots of self from babyhood to now. Display and have class guess, "Who's Who". Relate to how each has changed.
Rapid changes in physical development are occurring in early adolescense.	Using references, list the physical changes of growing up. Discuss how these changes affect the individual.
Body characteristics vary according to each individual.	Show and discuss films; "The Story of Menstruation" (If not viewed at earlier level) "The Physical Aspects of Puberty"
Age at which body changes occur varies with each individual.	

*See Physical and Biological Bases of Development and Behavior - Puberty to Maturity - Appendix, page 107.

Objectives and generalizations	Learning and evaluation experiences
	Read booklets on menstruation and puberty. Students write questions and place in question box.
	Doctor or nurse discuss questions students have placed in a question box, such as: What is meant by menstruation? What is puberty?
	Research the physical changes occurring in your own age group, and of age group in other cultures. Round table discussion of these physical changes.
	Show on opaque projector the cartoons by William Allen and Dave Christenson, "Puberty Is".
	Readers Digest, January 1968, pps. 99-101.
	Minute dramas on typical problems caused by physical change. Example: Awkward Anna Pimple Penny Tall Terry Discuss the cause, effects and solution of these problems.
	Display charts to show rates of growth, grades 6-12. (Examples in Duvall's *Family Living*, pps. 75-77.)
	Weigh and measure students in class (and boys in the same grade in school). Discuss differences and similarities.
Apply basic needs to self-understanding. (C 3)	

Objectives and generalizations	Learning and evaluation experiences
All individuals have basic physical emotional, and social needs which must be met for satisfactory living.[1-2]	
Physical needs included food, rest, shelter and exercise	Using a viewing guide, view film "Meaning of Adolescence". Discuss.
	Students keep record of sleep for several days and discuss whether they are getting enough sleep.
	Present problem situations involving physical health. After reading about and discussing basic needs, make suggestions for solution to problems.
Emotional needs, include love, security and understanding. Social needs include acceptance and companionship.	Bring newspaper articles, magazine articles, or short stories dealing with people trying to satisfy their needs. Identify needs, discuss how fulfilling needs influence behavior
If needs are not met, they may be ignored, rejected, defended, or accepted.[3]	View TV programs and report to class the needs people attempted to fulfill. Discuss.
	Bulletin Board: Pictures of youth (from all cultures and sociological levels) depicting basic needs. Evaluate board in terms of identifying needs and ways of fulfilling needs.
	Complete the sentence: I fulfill my basic needs by____________________. Collect the completed sentences (without names) and tabulate on the following chart.

---

[1] Teacher see "Hierarch of Human Needs" on page 27 *Colorado Program Planning Guide*.

[2] See "Desirable Needs of Human Development at All Age Levels". Appendix, page 126.

[3] Defense mechanism may be studied as part of human development unit or in interpersonal relations unit.

Objectives and Generalizations	Learning and Evaluation Experiences

Needs	Ways of fulfilling	Possible reasons
Physical		
Emotional		
Social		

Relate the developmental tasks to the family and self. (C-3) Be aware of the developmental tasks relative to the family and to own age group. (A-1)	
The successful completion of developmental tasks at each age level of development affects the happiness and satisfaction of the individual.[1]	After reference reading, define developmental tasks. Relate tasks to all age groups, and identify those of adolescence.
Developmental tasks are those which arise at or about a certain time in the life of the individual.	Discuss some difficulties in meeting tasks. Present a panel discussion of ways of growing up in developmental areas, e.g. When did I stop being a child? Etc.
Some developmental tasks are biological and some are culturally determined.	Students prepare a bulletin board arrangement of pictures of youth in relation to developmental tasks. This could be arranged as a road map to adulthood, with places along the route represented by various developmental tasks of this age group.
The developmental tasks of individual result from his age and the environment in which he lives.	Write a paper on: "The Roles I Play" Describe the person you are: at home in school with friends alone wish to be with older person with children etc.

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[1] Teacher reference - "Developmental Tasks" pages 16-17, Colorado Program Planning Guide.

Objectives and genralizations	Learning and evaluation experiences
	Relate the roles to the developmental tasks.
There are some developmental tasks that relate to the family as a unit, in each stage of the family life cycle.[1]	Speaker explain the family life cycle.[1] Identify the stages and tasks of your family.
Family members may be trying to accomplish personal tasks and family tasks at the same time; and conflict or harmony may result.	Round table discussion on family tasks; point out possible results of family members trying to accomplish personal tasks and family tasks at the same time.
Observe and relate to self some of the differences that exist between individuals in the early adolescent age group. (A-2) (C-3)*	
There are physical, mental, emotional social, and sex differences that exist between individuals at early adolescence.	Complete the following sentence: "Differences in people make everyday living more ________________________." Read and discuss.
Individuals are different, no two individuals are alike.	Write a description of a likeable person you know. Read and discuss likenesses and differences.
It is normal to deviate from the "average".	Reading assignment: Differentiate between "normal" and "average".
	Show film "Act Your Age". Discuss.
	Discuss ways in which class members are alike and ways in which they are different.
	Refer to heights and weights which were checked in relation to physical development. Compare girls and compare girls with boys. Make other comparison of physical development of boys and girls.

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[1] "Family Life Cycle" - wall chart in color distributed by American Social Health Association.

*Pictorial description of "Self", page 133 appendix.

Objectives and Generalizations	Learning and Evaluation Experiences
Attitudes toward individual differences contribute to one's idea of self.	Define self as "I". Introduce yourself to the class.
Observe and relate to self the behavior patterns that appear at early adolescence. (A-2) (C-3)*	
Behavior patterns are influenced by individual differences, environment, and age.	After reading, discuss behavior and behavior patterns, defining behavior.
Certain behavior patterns are characteristic of each age group.	Bring newspaper articles and stories and identify behavior portrayed in them.
At adolescence there is a tendency to seek independence.	Role play a shy girl, the self-confident one and the over-confident. Discuss, showing how feeling about self affects behavior.
Adolescents tend to have increased interest in the peer group.	
Concept of self influences behavior.	Display a picture illustrating typical adolescent behavior. Students make up a story, leading up to the event shown in picture, telling what is happening, how the character feels and the outcome. Read and discuss.
	Identify behavior patterns of adolescence.
	Bring cartoons illustrating adolescent behavior. Show and discuss possible causes.
	Use case studies and identify the cause of behavior.

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* Behavior, as it involves interpersonal relationships, may be expanded or may be considered in a separate Interpersonal Relations unit.

Concept II - Understanding Children

Objectives: Assume responsibilities and gain some ability in assisting with child care. (A-3) (C-5) (P-3)

Relate understanding of children to better self understanding. (C-3)

Objectives and Generalizations	Learning and Evaluation Experiences
Develop a positive interest in children. (A-2)	
Relate and apply understanding of children to better self-understanding. (C-3)	
Understanding children helps one to better understand the behavior of all people.*	Invite a child psychologist, a pediatrician, nursery school teacher, or other guest speaker to talk on the topic, "Understanding children helps one to better understand oneself." Read Brisbane's *Developing Child*, (pp. 12-25), Duvall's *Family Living*, pages, 310-295, Shuey's *Learning About Children*, p. 9 or Smart and Smart's *Living and Learning with Children* (Unit 4) to determine ways teenagers may benefit from understanding children. Recall an event from childhood, and tell why you think some things are remembered. How do childhood experiences have a bearing on one's idea of self? List ways you are like children with whom you have contacts, and ways you are different. List some decisions you have made today. Which of these were you unable to make when you were 10? When you were 5? Why?

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*Relate entire child development unit and all following generalizations to a better understanding of self.

Objectives and Generalizations	Learning and Evaluation Experiences
	Observe younger brothers and sisters or other younger children in various situations such as when angry, frightened, disappointed. Summarize in a short report on "How Behavior of Early Adolescents Resembles Behavior of Young Children".
	Act out "Minute Dramas" involving conflict between adolescents and younger brothers and sisters. Reverse roles, and discuss the differences in feelings.
	Circle response on good and poor decisions you have made. Tell what influenced the decisions.
	Point out some traits of your own that can be traced back to early childhood.
	Write a paper discussing the extent that childhood training affects behavior.
Realize that there is a reason for all behavior. (A-1)	
Examine some simple procedures used in guiding the child's behavior. (C-2)	
Guidance and love are discipline suggestions which help in guiding the child in getting along with others, learning to work, learning rules and regulations, and learning right from wrong.	Based on reading assignments, discuss in round table the following:
The purpose of discipline is to bring about suitable behavior.	Reasons why discipline is necessary for the child's growth and welfare. The differences between discipline and punishment. The relationship between basic needs and preferences for types of discipline.

Objectives and Generalizations	Learning and Evaluation Experiences
The child needs to be disciplined according to his age level, maturity, and understandings.	Best discipline consists of prevention instead of punishment.
	Interview parents to get their views and ideas about the baby sitter's responsibility in disciplining the child. Report to class and discuss.
	List some hints that would help the baby sitter in getting children to mind.
	From personal experience in observing and baby sitting children, write some examples of behavior problems with children. Examples: A hungry tired baby A child that won't go to bed A child that refuses food
	Role play possible ways of handling to show different outcomes.
Become aware of how children differ. (A-1)	
Children of similar ages have similar needs.	Read reference material about needs of children. Student symposium on differences and similarities of the needs of children and babies. Follow this with a summary of needs of preschool children.
Fulfillment of needs is related to level of development.	Use replica of medical prescription on blackboard, and, during class discussion, write a prescription for the child's optimum growth, listing such things as love and understanding. Discuss how the parts of the prescription contribute to the child's growth and development.
A child develops a sense of trust by having basic needs met.	Suggest ways of showing love and affection to a child. Why is this important?

Objectives and Generalizations	Learning and Evaluation Experiences
	Arrange a bulletin board on "Children's Needs are Simple", a bulletin board depicting the needs of children. (Could be entitled "In the Pink".) Buzz groups: Examine pictures of babies from varying cultures, economic levels and environments. Discuss how this baby may grow into a healthy and happy child.
Respond to and examine the developmental tasks of preschool children.* (A-2) (C-2)	
Successful completion of developmental tasks at the preschool level affects the happiness and satisfactions of the child.	Review the meaning of developmental tasks.
The developmental tasks of the preschool child are learning to walk, talk, eat, and control elimination.	Through observation at home, kindergarten, nursery school, etc., and by using references, determine the tasks of the preschool child.
Other tasks are recognizing sex role, being able to relate to others and learning right from wrong.	Suggest ways class members could help younger brothers and sisters accomplish tasks. Prepare a bulletin board on "The Child's World" or "Look, I Can Do It", using pictures to illustrate his developmental tasks. If the first title is used, place an illustration of the globe in the center of the arrangement.
Use previous learnings to make friends with children. (C-3)	
One will be more successful in making friends with children if genuine interest and respect are shown.	Brainstorm: How to make friends with children. Reading assignment: List ways in which one may make friends with children. List ways in which respect may be shown to children.

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*Developmental tasks of the pre-school child, pg. 16. Colorado Program Planning Guide.

Objectives and Generalizations	Learning and Evaluation Experiences
	Discuss the ways your age mates sometimes show disrespect for the feelings of younger children.
	Observe children with whom you baby sit, at a church, Sunday School, head start program, a nursery school. Write the ways in which respect is shown for the children. Discuss in class.
	Complete the sentence. "I can improve my ability to make friends with younger children by____________.
	Home experience: Try out the above ideas when you baby sit. Write a paper on "How I made friends with young children.
Be interested in and relate the role of play to a child's development. (A-2) (C-3)	
Develop some ability to entertain a child. (P-3) (C-5)	
Play is important in relation to physical, emotional, mental, and social development of the individual.	Observe children playing at home, kindergarten, or in other situations. Relate the observations to the child's development.
Children's play experiences usually involve free play, supervised play, and dramatized play.	Study available references for background to circle response: Kinds and types of play Importance of play to the child "Play is childs' work" Why a child says, "Lets play it again"
Physical development may be fostered by play.	
Learning to play with others may foster emotional and social development.	Bring to class and discuss pictures of children at play. Point out ways different types of play help a child grow and learn.
Mental development of the child may be stimulated by play.	
	View filmstrip: Childrens Toys.

Objectives and Generalizations	Learning and Evaluation Experiences
Creative materials and equipment may stimulate imagination.	Arrange an exhibit of creative play materials found in the home. (include both toys and items such as lids, spools, key rings, etc.) Tell how each material may contribute to the development of the child.
Good toys and play materials may contribute to the total development of the child.	Exhibit toys for preschool children. Discuss and list standards for a good toy.
	Home project: make simple toys which may be used in entertaining children and to include in a baby sitting "kit". Evaluate in class.
Stories, books, and games may help a child to learn about his world.	Using reference materials and from past experience, list games that would help teach the preschool child to play with others and to follow directions.
	Display stories, books, magazines, and picture collections. Invite the librarian to present pointers on selecting and telling stories suitable for the preschool child.
	Demonstrate to class how you would show a picture book and tell a story to a child.
	Use tape recorder to record story telling. Re-run and evaluate.
	Write and illustrate a bedtime story for a preschool child.
Music and songs may contribute to the child's enjoyment of life.	Listen to records suitable for the preschool child and identify what the child might learn from the record.
	Prepare to teach a simple game or song to a preschool child; practice in class. Evaluate.

Objectives and Generalizations	Learning and Evaluation Experiences
	Home experiences: Guide a child in meaningful play activities while baby sitting.
	Evaluate the activities in terms of suitability to age, child's learning, and self-evaluation.
	Tell stories to children in a day-care center. Direct musical and art activities to a group of pre-school age children.
Realize the responsibilities involved in caring for children. (A-1)	
Plan some principles of care used in assisting with care of children. (C-5) (P-3)	
Recognition and acceptance of responsibility is the prerequisite of good child care.	Use check sheet on types of child care students have assisted with at home, on the job, and in the community.
Those involved in the care of children need to develop a serious sense of responsibility.	View the film "Baby Sitter" or read the government bulletin, "When Teenagers Take Care of Children".
Babysitting involves responsibilities, privileges, and the protection of the sitter and the child.	Divide class into groups, each to report on one aspect of care of children brought out in the film or bulletin as it relates to baby sitting, e.g. feeding, sleeping, playing, safety, etc.
Responsibilities in assisting with the care of children include keeping the child happy and safe.	Have a mother demonstrate holding and feeding the baby, burping and diapering the baby, warming the bottle, and testing heated food. Practice these techniques in class with a doll or practice with doll or baby at home.
	Have panel of mothers of young children, mothers of sitters, and baby sitters discuss responsibilities of each. Also discuss privileges of sitter and protection of sitter and child.

Objectives and Generalizations	Learning and Evaluation Experiences
	Role play situations involving the sitter and employer as: applying for the job safety of the sitter and child responsibilities and duties
	Circle discussion: When parents leave, the child looks to the sitter for comfort, assurance, and love.
	Use film "Let's Be Safe at Home" or film-strip "Keeping Children Safe", You're in Charge". Discuss.
	Invite a member of the fire department to talk to class on areas of home in which children are most often hurt. Class buzz on eliminating hazards.
	Bring news articles about children's accidents. Tell how they could have been avoided.
	After reading, discuss this question: Does the experimental nature of the child affect his safety? What is the importance of supervision?
	Write jingles concerning safety for the child. Example: "A tiny tot will reach for a hot pot; Pan handles in, may prevent burning him."
	Display jingle in a local child day-care center.
	Compile a safety check list for the home or baby sitting environment. This might be published in the local newspaper.
	Invite a nurse to present information on signs of illness in children, telling what to do if an adult is not present.

Objectives and Generalizations	Learning and Evaluation Experiences
	Complete the statements:
	For the baby sitter, happiness is _______________________________.
	For the young child, happiness is _______________________________.
	Construct a bulletin board: Happiness Is
	Compile a "Handbook for Baby Sitting".

HOMEMAKING I COMPREHENSIVE
(6 weeks)

Scope: Human development: physical, intellectual, emotional and social growth of people; basic needs and developmental tasks of adolescenct behavior; personality development.

Sharing in Care of Young Children: developmental stage, needs, tasks, and behavior of the preschool child; observation and guidance of children; the play school.

Concept I - Human Development

Objectives: Develop attitudes which foster understanding of adolescence. (A-2)

Analyze the physical, intellectual, emotional, social, and philosophical changes in human development. (C-4)

Objectives and Generalizations	Learning and Evaluation Experiences
Study in this unit is designed to help students to:	
Examine the scope of human development. (C-2)	
Human development is a process of growth toward maturity which is going on all through life.	Bulletin Board: The Chain of Human Development (Appendix page 106).
Human development is a process of growth toward maturity which is going on all through life.	Pretest on biological concepts of human growth.*
Development of the human organism is taking place simultaneously in the physical, emotional, mental and social areas.	Divide into groups. Each group research and report to class one kind of maturity: Chronological Physical Intellectual Emotional Social Philosophical
Growth progresses with rapid acceleration and alternating plateaus.	Each group is to consider the above in relation to:

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* Teacher: Familiarize yourself with your school science program to determine what has already been taught in human development. Use results in planning learning experiences.

Objectives and Generalizations	Learning and Evaluation Experiences
	How to determine or measure maturities. Sequence of development of maturities. Differences between individual maturities.
	Discuss how one can be at a given chronological age and either advanced or retarded in the other areas of growth.
Accept and analyze intellectual, emotional, and social maturity. (A-2) (C-4)	
Physical growth is accompanied by altering of body proportions and internal changes.	Show stages of physical growth by use of overhead projector and overlays, each transparency showing the growth of each succeeding age group.
Physical growth is accompanied by altering of body proportions and internal changes. Physical growth is irregular and relatively unalterable. There are differences in the rates at which individuals mature physically.	Review the major physical changes of male and female occurring from birth to maturity. "Physical and Biological Bases of Development and Behavior", page 107 in appendix. Height Weight Proportion Glandular Organs of reproduction Muscular coordination
Intellectual growth is irregular and alterable.	Discuss the changing emotional, mental, and social relationships related to physical development. Examples: Awkwardness resulting from rapid physical growth Self-consciousness about the body. Interest in opposite sex.

Objectives and Generalizations	Learning and Evaluation Experiences
	View film "Social Development". Analyze the social behavior at different age levels.
Emotional growth is influenced by others and is determined by the extent to which the individual recognizes, controls, and expresses his feelings and emotions.*	Circle discussion of the Emotional and Social Security basis of development for each age level. (See appendix page 107 for development of each age group. Consider how the teenager can help other age groups in developing or maintaining emotional and social security.
Social age is measured by one's ability to get along with people.*	
Stages of maturity are not necessarily related to age of person and are not automatic in development.	Invite speaker from Head Start to tell: Stages of Maturity Are Not Automatic.
Recognize the relationship of heredity and environment on human development. (C-4)	Pretest on concepts of heredity and environment based on previous learnings.
All physical, mental, social, and emotional development is a result of heredity or environment or both.	Show film: "Development of Individual Differences" or "Heredity and Environment." Break into buzz groups and analyze physical, emotional and social traits gained from heredity and environment.
Physical characteristics are determined by a combination of genes.	Draw a family tree and check for the appearance of certain family traits. Example: blue eyes, curly hair, etc.
Some human characteristics are products of the environment.	Brainstorm: Traits that cannot be changed by environment. Traits that are largely the result of environment.

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[*] The concept of emotional and social maturing is developed and expanded in Interpersonal Relationship unit.

Objectives and Generalizations	Learning and EValuation Experiences
	How heredity and environment may be related in the development of a person: the athlete, the artist, the musician, the actor, the grandmother, etc.
Some inherited traits depend upon the environment for development.	Invite a sociologist, welfare worker, or other qualified person to speak about the varying family patterns in which children are reared and how these patterns may influence the personality growth of the child.
	View film. "Roots of Happiness" Write how the family influences effect the personality of the child.
	Compile a list of statements such as: "I inherited my father's temper." "I got my musical ability from my mother, "overweight runs in my family" "The son of a criminal will become a criminal"
	Put each statement in a box. Each student draw a slip and try to decide if the trait is really inherited or acquired through contact with the environment.
	Chart the characteristics that are due (1) almost entirely to heredity, (2) largely the result of learning, (3) to a mixture of the two.
Apply the basic needs to human development. (C-3)	
For optimum development the basic needs of a human must be met.	Bulletin Board: What Every Person Needs (illustrate basic needs)
	Review the basic needs and how they are met.

Objectives and Generalizations	Learning and Evaluation Experiences
One may accomplish the need of self-realization only when the physical, security, belonging, and esteem needs have been most successful.	Discuss typical ways (good or bad) an adolescent may use to satisfy needs. Example: A girl may need to be attractive to the opposite sex and therefore slight the need for food.
	Bring evidences (clippings from papers, magazines) that show the results when emotional needs are not met. Example: wealthy or famous persons whose needs have not been satisfactorily met; the runaway child, school drop-out, delinquent, users of drugs, glue sniffers, or whatever is currently "in".
	Give suggestions for helping a person develop self-confidence.
	Discuss: How can every person experience success?
	Write a short essay on "Why I Feel Secure" or "Why I Do Not Feel Secure."
	Use "In-Basket-"Out-Basket" technique to determine values you hold in your attempt to fill personal basic needs.[1]
Relate the developmental task concept to adolescence. (C-4)	
At each level of growth, all persons face the performance of specific, urgent and inevitable and essential tasks that lead to the next level of development.*	Bulletin Board: "Stepping Stones to Maturity" (Each stone represents a developmental task.)
	Reading assignments: Developmental Tasks, Family Living, Duvall. Human Development and Education, Havighurst.

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[1] See explanation of in-basket technique in appendix, page 128a.

*Developmental tasks of adolescence - Colorado Program Planning Guide. Page 19.

Objectives and Generalizations	Learning and Evaluation Experiences
Developmental tasks of adolescence are characterized by seeking of greater independence and freedom.	Review developmental tasks with special emphasis on those that appear at adolescence: Adjustment to changing body New orientation to age mates of both sexes. Establishing independence from family. Achieving adult economic and social status. Development of self. Discuss how teenagers strive to accomplish the developmental tasks which bring them to the level of adulthood with its privileges and responsibilities.
The development of socially responsible behavior and the broadening of social relationships progress at adolescence.	From own experience and observation discuss the influence of society on masculine and feminine roles. Bring newspaper articles showing worthwhile contributions by teenagers. Explain how this behavior reflects the successful achievement of developmental tasks. Prepare a short speech to present before the class. Suggested topics: Nothing is more important to a teenager than making friends. Independence and responsibilities are related. Teenagers misuse freedom.
Each state of maturity is dependent upon the extent to which the previous developmental tasks were accomplished.	Examine the developmental tasks of each preceding age level and write a theme to show how failure to accomplish the tasks assigned at the other levels affects the adjustment of the teenager. Write a "Bill of Rights" for teenagers and one for parents.

Objectives and Generalizations	Learning and Evaluation Experiences
Analyze the relationship of basic need, developmental tasks, and behavior. (C-4)	
All behavior is the result of individual effort to fulfill his needs and achieve his developmental tasks satisfactorily.	Define behavior patterns.
	Discuss cartoons or pictures depicting typical behavior at several age levels.
Mature behavior at every level is the result of successfully meeting needs and tasks.	Analyze some minute dramas which depict behavior of various persons of differing levels of emotional and social maturities. Example: Teenager failing a test Teenager being denied a privilege Mother ignoring a child's behavior Grandmother interfering with teenager
Social and cultural pressures help shape the behavior of the individual.	From own experiences draw examples of outside influence on behavior.
	Make a survey in your school to determine acceptable and unacceptable behavior as viewed by the students, teachers, administrators, student council members. Identify differences in opinion. How do you account for such differences?
Unwholesome behavior may be the result if needs and tasks are not met successfully. The task may be rejected, ignored, defended or accepted.	Role play the behavior of persons of different ages who are: ignoring the task rejecting the task defending a task or need directly attacking the task
	Evaluation: Write a story showing examples of own mature or immature behavior as you interact with: a younger brother or sister your girl friend

Objectives and Generalizations	Learning and Evaluation Experiences
	your boy friend your parents an older person the aged
Be aware of the stages of personality development. (A-1)	
Interpret the stages of personality development. (C-4)	
Personality development is continuous. It extends from the trust stage of early infancy through the ego-integrity stage of the fully mature.*	Based on reading assignment determine: meaning of personality stages of personality growth Use a bulletin board entitled "Steps in Personality Development". Make a ladder to represent personality. On the bottom rung of the ladder, place the word YOU. On each succeeding step of the ladder, going up, list the stages of personality growth: Trust Autonomy Initiative Accomplishment Identity Intimacy Generativity Ego-integrity Throughout discussion, refer to the stage of development of different age groups. Discuss ways people sometimes progress steadily toward later development and how some people go back to lower stages on the ladder. Develop understanding of the terms and the ages they indicate. Place each member of own family in its proper place on the ladder.

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*Note to teacher - personality should be further discussed in the Interpersonal Relations Unit. Teacher background on "Self", page 134, Appendix.

Objectives and Generalizations	Learning and Evaluation Experiences
Personality is the sum total of a person's characteristics and traits.	Use two minutes for each class member to write down words and phrases he associates with personality. Compile these into a list for discussion. Describe yourself as you hope your friends see you. Question box on personality problems.
Personality is acquired, not ready made, and it develops as the person reacts to the experiences of life. Unattractive personality traits can be changed to some extent if they are recognized as undesirable.	Select influences which apply to your situation and consider how they have affected your personality development. Using case studies interpret: Grandmother's personality Minister's personality Dad's personality A teenage boy A teenage birl Determine why these individuals have these personalities. What stages of personality development are represented? Role play personality types as: Boastful Betty Thoughtless Thelma Shy Susie Domineering Dora Procrastinating Polly Sympathetic Sadie Understanding Eunice What could each do to improve her personality?
Personality contains three main concepts: the way others see us, the way we see ourselves, and the way we think others see us.	Read: What Makes You, You. Duvall, Family Living, p. 49.

Objectives and Generalizations	Learning and Evaluation Experiences
	Form buzz groups to make a list of personality traits that represent personal strengths, weaknesses, and potentials. Form one major list from all. Use this as a check list to determine own personality strengths and weaknesses. Write an essay on the kind of a person I would like to be when I am forty. Indicate personality traits you would try to improve or eliminate. Play the game "Growth to Maturity" See appendix page 137.

Concept II - Sharing in the Care of Young Children

Objectives: Develop a broader appreciation of the preschool child. (A-3)

Judge the preschool child through study and observation. (C-6)

Develop some ability to care for young children. (P-4)

Objectives and Generalizations	Learning and Evaluation Experiences
Interest in developmental stages of the preschool child. (A-2)	
Identify developmental stages characteristic of the preschool age. (C-2)	
Development proceeds in orderly sequence but growth varies from person to person.*	Bulletin Board: "Building Blocks for the Future." Use photo of baby playing with blocks surrounded by sketches of blocks labeled: play, sleep, proper clothing, exercise, food, love, affection, etc. Read *The Developing Child*, Brisbane Chapters 7 and 10, and *Enjoying Family Living*, Cross, Chapter 7 (or other reading assignment) Using references and appendix, chart the physical growth of the one to six year old. Films: *Childrens Emotions* *Terrible Twos and Trusting Threes*. *Frustrating Fours and Fascinating Fives*. Prepare questions on typical behavior patterns while viewing films. Divide class into teams; One side ask questions related to the film - other side answer. Reverse roles of teams.

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*See Digest of Development, page 119, Appendix.

Objectives and Generalizations	Learning and Evaluation Experiences
The understanding of growth patterns serve as the basis for guidance and care of the one to six year old. During the one to three year old stage, physical growth slows to one-half that of his first year and mental growth takes the lead. During the three to six year year age, reduced physical growth patterns continue. Growth is steady and the child begins to look more like the adult he will become.	Individual research and reports (using visuals) on the growth and care of the 1-6 year old: Weight Height Proportion Posture Physical abilities Motor abilities Eyesight Teeth Speech Cleanliness Dressing Feeding Rest Toileting
	From films and reports, make a list of common characteristics of each age level. Invite mothers of 5 or 6 children representing these age levels to bring children to class. Using the list, identify those characteristics you are able to observe in the children.
Awareness of the basic needs of children at the various levels of development. (A-1) Analyze the needs specifically related to the preschool child. (C-4)	
The preschool child's social, physical, emotional, and mental development is dependent upon the degree to which his needs are satisfied.	Bulletin Board: "How Does Our Child Grow?" Flowers designating basic needs being watered by parents.
The basic needs of the preschool child are the same as for all other ages. He needs affection, needs to feel adequate, and needs recognition as a person of worth from those he cares about.	Review the basic needs of preschool children and the importance of satisfying these needs.

Objectives and Generalizations	Learning and Evaluation Experiences
Basic needs of the preschool child must be met according to his stage of development.	Divide class into groups of 4. Each group chooses from the list below of basic needs. Study references to find how children's needs can be met, considering the childs stage of development. Present findings to the class in an interesting way. Analyze any differences or similiarities that exist between the needs. Physical needs Emotional needs Social needs
Environment affects the way in which a child's needs are met.	Role play situations where a child is unsuccessfully trying to meet a need. Analyze his behavior. Analyze the statement made by Art Linkletter: "To enjoy a child, you must understand him. To understand him, you must communicate with him." Read about the culturally disadvantaged child. List negative and positive conditions about his environment which affect fulfillment of basic needs. Collect current news clippings showing examples of desirable and undesirable environments for children. Discuss the environments for children, and its possible effects upon them.
Apply the developmental tasks specifically related to the preschool child and his family. (C-3) Assume an active role in relating self developmental tasks to the tasks of other family members. (A-3)	

Objectives and Generalizations	Learning and Evaluation Experiences
The preschool years are a period of rapid growth which results in changing developmental tasks.	Review (from seventh grade) the developmental tasks of the preschool child.
To meet the developmental tasks in an acceptable manner, young children need help and guidance.	List do's and don'ts in guiding children to meet developmental tasks successfully.
	Buzz groups. How teenagers can help brothers and sisters meet developmental tasks in an acceptable way.
	Dramatize sketch as found in Smart and Smart, *Living in Families*, p. 31.
Relate developmental tasks of the family to the developmental tasks" of the preschool child. (C-4)	
While the child is striving to meet his developmental tasks, the parents are also trying to accomplish their tasks as parents, marriage partners, and as persons.	Reading assignment: Duvall, *Family Development*. Identify the developmental tasks of the family of the preschool child.
	Analyze case studies of families with preschool age children. Identify complimentary and conflicting tasks of the children and other family members.
Respond to the behavior patterns of the preschool child. (A-2)	
Apply understanding of behavior patterns to the preschool child. (C-3)	
Behavior patterns are a result of a child's efforts to meet his needs and fulfill his developmental tasks. In the period between one and three years, child strives for autonomy, self assertion, independence, and awareness of self.	Film: *Behavior Patterns at One Year*
	Observe a child to give examples of child's behavior as it relates to common characteristics of children.

Objectives and Generalizations

The one year old is in a period of exploration and discovery. Reasonable limits need to be set by the adult to provide for the safety of the child.

The two year old is likely to be in a period of emotional stress and strain.

The changing behavior patterns of the three to five year old reflects growing maturity.

The period from four to five years, reflect the initiative stage of development, a time when the child imitates others.

Evaluate and use methods and techniques of effective discipline. (C-6) (P-3)

Children need discipline to develop self-control and independence.

Guidance and love are discipline techniques which assist the child in his growth toward his fullest potential.

A sense of security is developed by firm and consistent discipline.

Learning and Evaluation Experiences

Age of Child	What he Did	Relationship to Common Characteristics of Growing Up

Share observations with class. Discuss.

Report how behavior patterns may be established in regard to new routines, new situations, ability to follow directions, cooperation with adults.

Debate: Child's Behavior Patterns Are Established by the Home.

View films: "Helping the Child to Accept the Do's.""Helping the Child To Accept the Don'ts."

Using film, references and previous learnings, set up criteria listing the elements of good discipline.

React to "Discipline should be directed toward the behavior - not the child."

Make a list of forms of punishment often used with children. Using references, discuss why the punishments may be desirable or undesirable.

Observe children while baby sitting or in day-care center to identify cases of child's misbehavior and discipline procedures which may be effective for the misbehaving child.

Objectives and Generalizations	Learning and Evaluation Experiences
	In groups of 4 analyze case studies as those presented in Smart and Smart, Living and Learning with Children, to determine a childs behavior, what it may mean and what implications the behavior has for guidance. Write a paper, comparing the kind of discipline needed when you were a child to the kind of discipline you need now. Why?
Evaluate children's behavior through planned observations. (C-6)	
A better understanding of children may result from careful and planned observations.	View films: "Preschool Incidents", No. 1, and "Preschool Incidents", No. 3. Observe the films and record behavior of children and adults. Evaluate where and when adult intervention should occur. Develop a guide for observing children. Include: Observers conduct and behavior Major factors to consider while observing children Using observation guide, observe children at a playground, lunch room, nursery school, and care-center or Head-Start class. Report observations to class and discuss what they indicated in terms of: developmental tasks basic needs behavior patterns heredity and environmental influences personality development routines and activities discipline

Objectives and Generalizations	Learning and Evaluation Experiences
	Write a written report of a child observed outside of class.
Become aware of what is involved in planning activities for children. (A-1)	
Judge some activities for preschool children. (C-6)	
Effective planning of suitable activities results in better guidance and control of children.	Base learning experiences upon concepts and learnings developed at previous levels.
The mental or physical activity of play may have physical, therapeutic, educational, social or moral value to the child.	View films: "A Long Time To Grow, Part I" (2 to 3 years old) "A Long Time To Grow, Part II" (4 and 5 year old). Determine how activities promote learning.
Children of different ages, culture and socio-economic levels have different play interests.	Divide into groups of 3 or 4. Using references and background information, devise a rating sheet for judging: books and stories toys games music and art activities other activities
Play materials should be safe, durable, appropriate and stimulating.	Analyze the above activities in relation to age of child, level or kind of play, culture and economic level of child, safety, importance to childs physical, therapeutic, educational, social and moral development.
	Using background information set up the criteria for and demonstrate. (1) telling or reading a story to a 2, 3 and 5 year old child. (2) directing games suitable for different age levels.

Objectives and Generalizations

Learning and Evaluation Experiences

(3) directing finger play
(4) directing musical activities
(5) providing physical and verbal guidance in play
(6) providing safe and suitable material and space
(7) dressing the child for play

View film: "Organizing for Free Play"

Visit a preschool or child day-care center to observe routine, activities and play. In groups of three, each group observe and chart the activities according to the physical, therapeutic, education, social, and moral development of the child.

Identify procedures used in directing the activity and determine why the procedure was used. Report findings to class and discuss.

Make a ditto sheet to distribute to parent education groups compiling the results of observation.

Types of Development	Activities	Adults Role
For physical development		
For therapeutic development		
For educational development		
For social development		
For moral development		

Return to child-care center and using imagination and criteria direct children in rotation practice of:

Telling a story
Directing a game

Objectives and Generalizations	Learning and Evaluation Experiences
	Conducting an art activity Directing free play
	Plan activities for children in pre-school, a day-care center, kindergarten, Sunday School, or playground groups. Test the most important idea that you have learned in this unit.
Gain enjoyment from children (A-2)	
Develop some ability to care for children. (C-5) (P-4)	
Participation in the care of children provides an opportunity to apply the principles of child growth and development.*	Use references (example: Christianson and others, The Nursery School, the Colorado Preschool Guide, periodicals and other reference material). Plan for a playschool to be conducted in the home economics room.
	Letter to parents telling about the play school.
	Plan daily time schedule and routines for students and children.
	Plan room arrangement.
	Plan for comfort and safety of children.
	Arrange for and collect equipment.
	Plan and prepare creative Materials.
	Collect games, toys, etc.
	List do's and don'ts for guiding children in a play school situation.

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*Teacher read: The Play School in Teaching Child Development, Illinois Teacher. Vol. 1, No. 7.

Objectives and Generalizations — Learning and Evaluation Experiences

List possible problems (Homesickness, etc.) and possible ways of handling.

Plan for serving of refreshments.

Conduct play school following plan below. Rotate activities and observation. One-half of class conduct activities:

- Tell a story
- Help child with creative materials
- Assist child with routines
- Help child with large and small equipment, and play materials
- Introduce to new games
- Direct child in rhythmatic activities
- Prepare and serve refreshments

Using developed observation sheets observe guidance and activities in terms of previous learnings.

Evaluate preschool:

- Round table discussion
- Review of observation sheets
- Writing publicity articles
- Evaluate personal idea that you were testing

Home project:

- Assist with child care at home, babysitting, work in day care centers or nursery schools.
- Report some amusing incidents
- Report on problems and satisfactions

HOMEMAKING II COMPREHENSIVE
(4 weeks)

Scope: Development of self: self-understanding; basic needs of family members; developmental tasks of family members; personal role in own family at its stage in family life cycle; personal application of human needs with emphasis on acceptance and esteem.

Care of children: Sharing in the care of young children (emphasis on middle childhood).

Concept I - Development of Self

Objective: Gain realistic acceptance and judgment of the development of self. (A-4) (C-6)

Objectives and Generalizations	Learning and Evaluation Experiences
Study in this unit is designed to help students to:	
Develop increasing ability to identify personal needs as they relate to the needs of others at all levels of maturity. (C-4)	
Realistically accept that every age group has fundamental basic needs. (A-4)	
An individual will develop to his full potential to the degree and consistency that his individual basic needs are met.	Pretest to determine understanding of basic needs. Cooperatively plan learning experiences based upon previously learned concept.
Needs change with the degree of maturity of the individual and with the demands of the society in which he exists.	Make a list of your needs and compare with a list of your wants. How are each satisfied?
Needs are essentials or desires which require supply or substitute action.	Write a paper: Compare the basic needs of the teenager to those of his younger siblings, his parents, and his grandparents. What are satisfactory ways of fulfilling these needs? What are some unsatisfactory ways often employed?

Objectives and Generalizations	Learning and Evaluation Experiences
A better understanding of self and others develops when the basic needs for acceptance and self-esteem are accomplished.	Panel of students: Discuss how the basic needs of acceptance and self-esteem are fulfilled. Select someone in trouble to whom local newspapers have devoted a good deal of space. From your understanding of basic human needs, try to speculate what this person needed to make him a happy well-adjusted person. Prepare and present skits that demonstrate how feelings of insecurity or inferiority affect behavior. Include in the skits some possible reasons for jealousy, and show how jealousy may be overcome.
Establish the relationship of developmental tasks to the family and family members. (C-4) Value the developmental tasks of self, family and others. (A-3)	
Maturation is partially based on the degree of fulfillment of developmental tasks.	Review the developmental tasks for adolescence. Write a case study of some teenager whom you know well, listing the developmental task that he or she is working on. Discuss the relative success or failure with which each task is achieved. Write a paper dealing with your progress in fulfilling your developmental tasks during the current year.
Individuals are affected by their personal developmental tasks as they relate to the tasks of others.	Discuss and compare the developmental tasks of each age group. Dramatize the developmental tasks of an individual as they benefit or help accomplish the developmental tasks of family members.

Objectives and Generalizations	Learning and Evaluation Experiences
There may be conflict when family members are striving simultaneously to accomplish personal developmental tasks.	As a class, compile a list of the areas in which parent-youth conflicts are most common. Take a poll to find out which disputes occur most often.
	Discuss how your attitudes about parental concern for you have changed in the last few years.
	View film: Farewell to Childhood. Discuss the conflicts between the teenage girl and her strict parents who do not understand her.
At every stage of the family life cycle there are family developmental tasks that involve all family members.	Bulletin board: Circle graph of periods and length of family life cycle.*
	View film: You and Your Family. Watch for the difficulties that sometimes arise between family members. Why do they arise?
	To see relationship between individual and family routines: Superimpose brief outlines of the routines of various members of a family on each other. Use transparancies if possible.
Family developmental tasks include physical protection, mental, emotional and spiritual guidance to family members.	Each class member write down the factor they feel is most important for maintaining a good home. Write down the factor they feel may cause the greatest unhappiness. Class committee summarize the answers of all of the students and present to the class as a basis for discussion.
	Each student write a paper on the developmental tasks of their own family. Consider each task separately, considering its affective achievement. Give recommendations on what might help them be achieved more successfully.

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* "Family Life Cycle" wall chart - American Social Health Association.

Objectives and Generalizations	Learning and Evaluation Experiences
Adjustments within the family affect personal, emotional, mental, and social maturity.	Prepare for class display a bulletin board of comic strips and cartoons about various family situations. Discuss them in relation to their sympathetic understanding of family life. View film: Who Cares about Jamie How does the family deal the problem situations in the emotional development of their son? Show by skits how crowded conditions in a home can cause either friction and unhappiness or greater understanding of other people's problems. Bring to class listings of TV programs for the coming week which would relate to -- behavior problems, family, elderly, etc. View. Bring problems back to class for discussion. Play the game "Factors Affecting Family and Individual Developmental Tasks", appendix page 141. F.H.A.: Organize a grandparent and grandchild social occasion at which older people share reminescences of family experiences with the younger.
Judge the effects of physical, mental, social, and emotional development on behavior. (C-6) Gain satisfaction in response to behavioral development of self and others. (A-2)	
Human behavior is the result of the individual's efforts to fulfill his needs satisfactorily, therefore certain patterns of behavior are characteristic at each developmental level.	Bring to class examples of behavior patterns and development of typical individuals as found in outside reading. Analyze.

Objectives and Generalizations	Learning and Evaluation Experiences
	Read: Diary of Anne Frank. Discuss and compare her attitudes toward life with your own.
In the period from 13 to 16 years, the adolescent strives for identity.	Discuss the needs expressed by the actions of: Vandals Hippies Demonstrators Marchers Those Who "Sit-in" "love in", etc.
A teenager's behavior may reflect his desire for maturity and independence.	Brainstorm: Desirable and undesirable ways in which teenagers strive for independence from adult authority.
	Role play: Behavior of a mature teenager as compared with an immature teenager.
The degree of maturity is reflected by interest in others.	Using a stream chart, map the interest shown in other people as we mature. Road map....
A teen-ager's behavior may reflect his need for acceptance by peers.	Teen talk is a means of identifying with one's peers. Identify current expressions typical of teens and explain what they mean.
	Analyze the excuse: "Everybody's doing it."
Each person is an individual; his behavior needs to be guided accordingly.	On an overhead projector, list the behaviors students admire in others. Discuss the type of person who may display this behavior.
	Round table discussion: Why parents treat brothers and sisters behavior differently.
	Discuss how proper adjustment at personality levels of trust, autonomy, initiative and accomplishment is essential to good development at the level of identity.

Objectives and Generalizations	Learning and Evaluation Experiences
Acceptable behavior is determined by the culture.	Analyze some care studies that depict how social and cultural pressures help shape the behavior of the individual: Examples: Poverty Ethnic Religious Rural Urban etc. Which patterns of behavior are right? What makes it right or wrong? What determines acceptable behavior? F.H.A. Develop a code of behavior with the aid of student council.
The family and associate affect individual behavior.	Make a sociogram to indicate associates of a family and the effect they have on individual behavior.
Every individual has values and needs which give direction to his own behavior and meaning to his life. Special report: Development of Self (See pictorial example of Self, Appendix page 133 and article "Self", Appendix page 134.	Discuss pressure on young people to do things, such as smoke and drink. Evaluate advertising. Play a game. Draw a situation from an envelope. Tell what you would do and why. Example: You overhear your best friend telling a lie about you. Answer I would ____________________ because I am the kind of person who __________________. (Encourage honest answers.) Round table discussion: Goals of the adolescent period. Appendix page 129.
Develop a somewhat realistic acceptance of self and begin plans for personal action and control. (A-4) (C-5)	

Objectives and Generalizations	Learning and Evaluation Experiences
All humans are unique individuals; no two are identical in the way they develop or in the way they behave.	Have the school psychologist discuss qualities that make individuals unique.
	Define and discuss terms that identify people, such as individual, person, personality, human being, and self.
Individuals are unique because of inherent potentialities and environmental experiences.	View film: "Focus on Behavior: The Conscience of a Child". Note the development of personality and the emotional behavior in children.
	Survey the community and compare the environmental situations in the community.
	React to Alfred Lord Tennyson's statement: "I am part of all that I have met." or Write a short autobiography telling how heredity and environment have influenced your own life. Conclude by stating as specifically as you can your own sense of purpose in terms of your ambitions and philosophy of life.
The self is a part of the unique individual.	Recall instances when you recognized yourself as an individual and bring before the class.
	Use the incomplete sentence "A unique individual is______________. Have a committee compile the results for discussion.
	Keep a diary of activities and behaviors which can be classified as evidence of "sense of Self". Have a committee of class members take the anonymous diary and assign adjectives which describe self. (Each student pick out own paper with adjectives.)

Objectives and Generalizations	Learning and Evaluation Experiences
Self is comprised of all beliefs, ideas, attitudes and feelings, conscious or unconscious which an individual has of himself.	Write a description of you as you see yourself. Write a description of yourself as you hope your friends see you. Refer page 4, Seventh Grade Homemaking on "Roles I Play." Make a bulletin board depicting all of the components of self.
"The sense of self grows gradually and continuously as the individual participates in an ever widening environment."*	Take the check test for growth on page 40 of Family Living by Duvall. Discuss maturity and uniqueness.
Acceptance of self is directly correlated with the acceptance of others.	Discuss: How do you feel and act when someone says "Your slip is showing", "The boys are coming", "I get a new dress for the party", "I like your hairdo", your nose is red," etc. Why do you react this way?
One's self-concept influences one's behavior.	Panel of class members talk on cliches, such as: "Act your age", "Be yourself:, "Act natural", "Grow up". Have you told someone any of these? Have others said this to you? Evaluation..Write a personality sketch of yourself, including your idea of what your strong as well your weak points are. Include how you can improve or change.
Comprehend and appreciate the capabilities and potentials of individuals who are mentally, physically or socially different. (C-2) (A-1)	
Individuals have capabilities and potentials which affect himself and others.	Invite a resource person to talk to the class about how one may: ---understand the handicapped person's philosophy

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*American Home Economics Association. "Concepts and Generalizations: their place in high school. Home Economics Curriculum Development," 1967.

Objectives and Generalizations	Learning and Evaluation Experiences
	--know how to communicate with a handicapped person
	--identify difference between compassion and pity.
	View film. "Eternal Children". Identify problems of the mentally retarded and methods used for teaching basic skills.
	From personal experience and knowledge of famous people, discuss ways in which people have adjusted or not adjusted to life.
	Special reports on socially disadvantaged children:
	"Not Like Other Children", Bernard Asbill and Leonard Duhl, Redbook, Vol. 123, No. 6, October 1963, pp. 65, 114-120.
	Leonard Duhl's and Antontia Chayes, "Individual Family and Community", Journal of Home Economics, Vol. 56, No. 8, October, 1964, pp. 579-585.
	Field trip experience: Observe the handicapped in a Nursing Home, the State Home and Training School, the Veterans Ward or Childrens Ward of hospital. Discuss positive aspects of the adjustments observed in these handicapped people.

Concept II - Development and Care of the Child from Six to Twelve

Objectives: Judge the development and care of the child from six to twelve. (C-4)

Respond to the child in middle childhood. (A-2)

Objectives and Generalizations	Learning and Evaluation Experiences
Study in this unit is designed to help students to:	
Analyze the physical, emotional social and mental development of middle childhood. (C-4)	
Be conscious of the overall development of middle childhood. (A-1)	
Each individual has his own time table for development which occurs in an orderly but uneven sequence. Some characteristics can be identified in middle childhood.	Observe the 6 to 12 year old child in several environmental settings as classroom, social clubs, home, youth organizations and so forth. Determine what issues are of concern to them, e.g.:
Knowledge of developmental patterns and growth of children leads to better understanding of their needs.	"whats in" conversations fads behavior spending patterns peers physical sizes
	Report observations to class
	Read background references and materials. Give individual reports using visuals on different phases of the physical growth of child in middle childhood.
Growth progresses with rapid acceleration and alternating plateaus.	Chart the growth patterns and plateaus of middle childhood. See appendix, Physical and Biological Basis for Growth, page 107.

Objectives and Generalizations	Learning and Evaluation Experiences
Growth patterns are affected by physical and psychological factors.	Discuss ways in which a person's emotions might affect his growth as: 1. Analyze the effect parental expectations and food habits have on food habits of children and their resulting growth. 2. Analyze the effect of physical handicaps on psychological growth.
Growth continues toward an adolescent body.	Have the school nurse explain growth toward an adolescent body.
Growth patterns are similar for boys and girls until puberty.	Compare growth patterns for boys and girls.
Intellect continues to develop within the limits of environment and heredity.	Bulletin board: Title: At middle childhood you learn from---- reading, friends, hobbies, new experiences, travel, etc. Read the case study on page 392 of The Developing Child. Discuss the influence of environment and heredity of each girl. Films: "Children Without" "Child in the Middle" Bring examples or catalog pictures of play material suitable for the 6 to 12 year old child. Determine which of the materials require the use of mental abilities to develop motor skills. Field trip: Visit school for the retarded or special education class. Identify growth patterns, observe methods used to stimulate mental development.

Objectives and Generalizations	Learning and Evaluation Experiences
Analyze the developmental tasks characteristic of middle childhood. (C-4)	
If the child is successful in completing his development tasks at middle childhood, he may develop to his full potential.	View on the overhead projector the developmental tasks of middle childhood. Show relationship between the successful meeting of these tasks and the probable success in meeting tasks at each of the later developmental stages. Round table discussion - developmental tasks of middle childhood. Situation test over developmental tasks of middle childhood.
Appraise behavior patterns of middle childhood. (C-6) Respond to the behavior patterns of middle childhood. (A-2)	
At middle childhood as at every level of maturity, earlier behavior patterns may be revised, strengthened or abandoned.	Invite an elementary teacher or counselor to explain usual behavior of this group. View films: "A Long Time to Grow," Part III;"From Sociable Six to Noisy Nine;"From Ten to Twelve." From films identify: The differences and similiarities of the behavior displayed by the age groups. The interaction of children in family situations. Differences between sexes. Have a panel discussion of middle childhood behavior based on references, experiences, and the film.

Objectives and Generalizations	Learning and Evaluation Experiences
The ability to control one's own behavior increases with age and additional experiences.	Case study of a child displaying specific behavior, Analyze that behavior in terms of cause and effects.
	List the varied experiences possible for middle childhood. Note possible behavior changes.
Understanding of children's behavior leads to respect for and acceptance of them.	Buzz groups - "Things we did in middle childhood which we would not do now. Why?
Middle childhood is an age of activity, exploration and investigation.	Develop a check sheet of types of behavior (to use in observing children).
At middle childhood:	Observe children of a grade school at play to note their activity, exploration and investigation. Identify the characteristics of middle childhood.
There is usually a definite and continuous decrease in the number and intensity of fears.	
Anger displays usually become less frequent and violent.	Complete a skeleton outline of middle childhood's emotional problems. Write a paragraph with suggested solutions to problems.
Family jealousy may lessen with advancing school age.	Read references-- Prepare skit showing how children express emotions.
The child is seeking the approval and acceptance of his peers and adults.	Have counselor talk "Gangs and Defiant Behavior."
	Recall learnings from own childhood escapades and their consequences.
	Photo discussion from The Developing Child. How groups or gangs behavior may be good or bad.
	Film: "Feeling Left Out"
Socialization results from the individuals reaction to his environment.	Find cartoons (Peanuts) showing socialization of peers and groups.

Objectives and Generalizations	Learning and Evaluation Experiences
As age increases the influence of peers groups increases.	Make a collection of clippings involving the influence of peer groups. Discuss.
The parents values and standards of behavior may be challenged by the child.	Invite parents to class to discuss middle childhood behavior which is not acceptable by adults.
	Class survey -- Each student make a list of things which bother him most about his parents. Role play the part of parents.
The child at middle childhood has developed a complex personality of his own. The child from 6 to 12 is at the personality level of accomplishment, it is the "I can do it" stage.	Using the stages of Personality Growth discuss the "I Can Do" or accomplishment stage of personality.
	Have someone tell the story of Dr. Jekyll and Mr. Hyde. Compare the split personality to the complex personality development in middle childhood.
A child will become increasingly independent with development of good habits.	Students develop and present to an elementary class a puppet show on forms of social behavior involving good and poor habits, manners, etc. Report reactions back to the group.
	Observe the 6-12 year old as to habit formation and its role in independence. May use siblings or children in community. Report findings to class.
The child feels more secure with consistent discipline.	Discuss "How does a child develop a feeling of security.
	Have class members write down their reaction to the word discipline.
Behavior, not the child, should be the object of punishment.	Role play ways of handling children's behavior problems within the family. Evaluate the effectiveness of the suggested method.

Objectives and Generalizations	Learning and Evaluation Experiences
Emotional behavior becomes more individualized as the child grows older.	Class members develop and tape record situations which depict emotional behavior of children from 6 to 12. End each tape with question: What would you do to help this child? Listen to taped situation and explain how you would respond to the alternatives given. Analyze the possible reasons for decisions.
A child has a better concept of self when he is given security and love by his own family.	
Through play a child develops an understanding of self, his assets and limitations.	Brainstorm: "Through play a child develops an understanding of self, his assets and limitations.
A routine is one way to help a child develop some self discipline and a sense of security.	Plan a typical day for a child in middle childhood. Evaluate the plan to see if satisfactory routines are being established. How will these routines help the child develop self discipline and a sense of security?
Identify and relate factors of guidance to the child from 6 to 12. (C-3)	
Acquaint self with factors involved in caring for the child from 6 to 12. (A-2)	
Work and play help to develop children mentally, physically, emotionally and socially.	Review what children can learn through their activities. Interview a mother or teacher. Ask each to discuss what might be considered "work" for a child. Discuss in buzz groups how a child's growth pattern may affect his work and play activities. Each group discuss a different situation.

Objectives and Generalizations	Learning and Evaluation Experiences
	Develop an observation sheet to be used in observing children, their activities, and guidance.
The work and play activities of children require guidance.	Observe children in the neighborhood, at elementary school or in a day-care center. Record their activities as they work and play.
Children learn through doing but help is sometimes needed to complete the activity.	Discuss the observations in terms of: How did the activities contribute to the physical, mental, emotional and social development of the child? What preparation was needed by the adults who guided the activities? Were the observed guidance procedures a help or hinderance to satisfactory development of the child?
When a child receives wise guidance, he is more likely to develop emotional control and stability.	Buzz groups - Discuss ways of helping the child control anger, fear and jealousy; ways of helping the child express joy, excitement and affection.
Guidance and challenge for intellectual development is needed by the child.	Through the counselor find out and report to class, all types of education available to middle childhood. Debate: Comic books promote intellectual development. Analyze the television or radio programs for children in middle childhood. Write a paper: Through your own concept of guidance of children's activities, list guidelines you can use the next time you are responsible for a child's activities.

Objectives and Generalizations	Learning and Evaluation Experiences
	F.H.A.: Make posters illustrating good habits for the child. Display posters in elementary classroom. F.H.A. degrees or home project: Assist an elementary teacher or playground or work in summer day-care center.

HOMEMAKING II ALTERNATE
(6 weeks)

Scope: Developmental tasks of young adults', preparation for parenthood', adult responsibilities for children in the family', pre- and post-natal care', infant and child development.

This unit may be adapted by the teacher to fulfill the needs, interests and abilities of the students enrolled in class. Selected objectives, concepts, generalizations and learning experiences found in the Homemaking II Comprehensive and Homemaking III Comprehensive units may be used to design appropriate course content. Such content should be based upon the previous student learnings and the terminology developed in junior high and Home Economics I units in human development.

HOMEMAKING III COMPREHENSIVE
(5-6 weeks)

Scope: Preparation for Parenthood: Adult responsibilities for children in the family.

Human Reproduction: Genetics; pregnancy; pre and post natal care; birth process.

Infant Development and Care: Physical; mental; emotional and social development of the child from birth to one year. Care in relation to needs; equipment and supplies; role of family in care.

Adulthood: physical, emotional, social and intellectual development of the adult through the life cycle resulting behavior patterns.

Care of Citizens: Family and community care of its young and old citizens.

Concept I - Preparation for Parenthood

Objectives: Appreciate the responsibilities of parenthood. (A-3)

Analyze the responsibilities of parenthood. (C-4)

Objectives and Generalizations	Learning and Evaluation Experiences
Study in this unit is designed to enable the student to:	
Recognize the relationship of family and maturity levels to parenthood. (C-4)	
Become aware of own role expectation relating to parenthood. (A-1)	
The family provides an accepted unit for child bearing and child rearing.*	Bulletin board showing family; silhouettes of 3 hands--man, woman, and child's--clasped; or other picture depicting family concept.

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*Study of family may be extended in Interpersonal Relations Units or expanded here.

Objectives and Generalizations	Learning and Evaluation Experiences
The family in some form is a universal institution; but the structure and function of the family varies from one culture to another, from one generation to another and from family to family.	Special student reports based on research of: (1) Historical background of the nuclear and extended families (2) The changing American family (3) Class differences in families (4) The Negro, Italian, and Mexican (etc.) families in the United States (5) Structure and functions of the family (6) Role of family members
The family is a social group which may serve such general functions as replacing members, primary socialization, and maintaining motivation for participation within the society.	Reading assignment on understanding families. (Unit I, Smart and Smart, Living in Families or other selected references.) Using reports and reading assignment as background, opposite panels of students discuss the function of the family in relation to ---
The family is usually characterized by common residence, economic cooperation and reproduction.	---replacement of family members through reproduction or adoption ---provision of affection and love ---provision of security and approval ---provision of socialization to family members ---education ---fulfillment of economic needs

Objectives and Generalizations	Learning and Evaluation Experiences
Readiness of the couple to have children may be influenced by physical, social, emotional, psychological, and economic factors.	Review the steps of personality development and the levels of maturity (chronological physical, emotional, intellectual, social and philosophical) which particularly prepare an individual for marriage and parenthood.
Oneprepares for marriage and reproduction through the infancy, childhood and adolescent stages of life.	Write a paper reacting to the statement: "If an individual lives his life well at each succeeding stage in his existence, he will develop the degree of maturity necessary for being a good marriage partner and parent."
At the intimacy level of personality development there is a transfer from self-love to love and caring for others.	
At the generativity level of development parental sense is developed whereby one regards children as a trust and assumes responsibility for their nurture.	
Attitudes about infants and parenthood are learned in early childhood in the family and are expanded with the continuous broadening of the environment.	
Different generations contribute to variations in attitudes, beliefs, and practices concerning infants and parenthood.	Panel of mothers from three generations describe child bearing practices when their children were babies and preschool age.
Philosophy of life, habits, and ways of living together established before arrival of children influence future family.	Analyze case studies (made by teachers or students) of couples' making decisions about parenthood. Discuss through the use of in-basket-out-basket technique.* ---factors which influence their decision to have children or not ---why some couples want children ---why some do not want children ---why some want to postpone having children

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*Examples of in-basket-out-basket technique is on pages 126a to 130a of Appendix.

Objectives and Generalizations	Learning and Evaluation Experiences
	---why some want to limit the number of children
	---relation of population explosion to desire for children
Having children is a way of fulfilling a couple's desire to be a family.	Dramatize the night before Christmas: Group 1: childless couple Group 2: parents of child
People may have children by natural means, through adoption or foster care.	Panel of biological parents, adoptive parents, and foster parents discuss the joys, privileges and problems involved in becoming parents.
	Investigate (through reading references, talking with adoptive agencies and lawyers, and interviewing adoptive parents) the following aspects of adoption:
	---When is adoption desirable?
	---Factors to be considered before individuals are allowed to adopt a child (age, marital status, financial stiuation, desire for children, etc.)
	---Legal and non-legal means of adoption and consequences.
	---Adoption laws of state
	Discuss the above aspects in class and summarize the advantages and disadvantages of adoption as it affects the parents and the child.
	Interview a judge or social worker to find:
	---reasons why children are placed in foster homes

Objectives and Generalizations	Learning and Evaluation Experiences
	---desired qualities of foster parents and foster homes ---regulations of parents and children in foster homes ---what becomes of children who are reared in foster homes Tape-record the interview and use to guide class discussion in relation to foster home care. Film: "Home For A Baby" or "The Deep Well" Concerns needs of homes for those needing foster care.
Relate developmental tasks to the beginning and child-bearing stages of the family life cycle. (C-3)	
The expectant and child-bearing family faces some problems in the successful accomplishment of developmental tasks. Opposing and complementary forces affect successful accomplishment of family developmental tasks. All family members have a personal role in the family's developmental tasks.	In groups of 3 or 4 research appropriate references, Duvall's Family Development and appendix page 131. Present a symposium concerning the following family developmental tasks: establishing a family unit; reconciling conflicting developmental tasks of various family members; mutually supporting the needs of family members as a whole.
Analyze some special problems of prospective parents. (C-4)	
All parents-to-be have special problems, the nature of which depend on individual circumstances.	Circle discussion of: adjustments needed by expectant parents; further adjustments needed when the child is born; psychological needs of baby, the new mother, the new father.

Objectives and Generalizations	Learning and Evaluation Experiences
	Drama: "The New Baby", April, 1963. *Redbook*; discuss: "What should you know as prospective parents?"
Some adults bear and rear children under atypical condition.	Research the problems of single parents: unwed mother, divorced parents, death of spouse, absentee parents, adoptive single parents. Discuss sources for help and possible causes and solutions to the problems. Special report, using visuals: "Unmarried Mothers: Some questions to be answered and some answers to be question". Child Welfare, Vol. XLI, October 1962 or reprints from Childrens Bureau; U.S. Department of Health, Education and Welfare.
The degree to which a couple want and plan for the child, may influence the well-being of the child.	Find newspaper accounts of situations which indicate the "desired child" or the "undesired" ---battered, abandoned, etc. Analyze the accounts to determine possible reasons for such adult behavior.
Identify and appreciate the monetary cost of becoming parents. (C-2) (A-3)	
The financial status of the family is affected by the expenses inherent to having a child.*	Inquire of hospital and doctor for different charges for prenatal care and hospital care. Case study, p. 43, Brisbane, *The Developing Child*. Have a panel of mothers discuss the costs connected with having a baby and rearing it to age one year.

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*Teacher reference: Jaffe, Frederick, "Family Planning and Poverty", *Journal of Marriage and The Family*, November 1964, pgs. 467-470.

Objectives and Generalizations	Learning and Evaluation Experiences
	Have social or welfare worker talk to class about resources of financial aid for those individuals or families needing physical care or financial assistance. Complete the sentence - The cost of raising each child from birth to age 18 is __________________. Why?

Concept II - Human Reproduction

Objective: Analyze human reproduction as it relates to genetics, the fetus, and the mother. (C-4)

Objectives and Generalizations	Learning and Evaluation Experiences
Note: Portions of this unit may be included or deleted according to personal and community values, school policies, and sex education recieved at previous grade levels. It is recommended that parental permission be obtained for participating in sex discussion.	
Study in this unit is designed to help students to:	
Examine the genetics of human reproduction. (C-2)	
Reproduction is the means by which organisms produce more of their own kind. Psychological and physical changes which occur in both the male and female from childhood to adulthood make reproduction possible.	Review Arnstein's Your Growing Child and Sex to relate child's behavior, education, attitudes, and sexual development from infancy through adulthood. Determine the physical and psychological changes which prepares one for parenthood. Film: "Girl to Woman", Colorado State Department of Public Health. Discuss diagrams of reproductive organs of men and women.
Conception takes place when the ovum is fertilized by a spermatozoon. Sex is determined at the time of conception by the type of sperm fertilizing the egg. Using correct terminology for terms associated with sex and human reproduction tends to allow one to be more objective and results in less personal embarrassment.	Complete a structured film guide study sheet while viewing one of these films: "From Generation to Generation" "Human Reproduction" "Human Heredity" "Heredity and Prenatal Development" "Human Beginnings" Reading assignment: Part III, Design for Family Living, Wayne J. Anderson.

Objectives and Generalizations	Learning and Evaluation Experiences
	Trained nurse or doctor explain human reproduction by using correct terminology. Define in your own words the following terms relating to prenatal development. cervex chromosome coitus embryo estrogen fallopian tubes fertilization fetus gamete hormone hymen intercourse labor menopause menstruation nocturnal emission ovary, ova ovulation penis phenylketonuria placenta progestin prostrate scrotum semen seminal vesicles testes umbilical cord urethra uterus vagina Colloquy on human development: 1 panel of medical resource people 1 panel of class members Based on scientific knowledge and using correct terminology, write a series of paragraphs explaining the genetics of human reproduction.
Identify signs of pregnancy. (C-1)	
Since prenatal health and care can influence the well-being of the infant and mother, it is important to diagnose pregnancy.	From reading assignment, list and discuss positive and presumptive signs of pregnancy.
There are positive and presumptive signs of pregnancy.	"What Every Mother-to-be Should Know, March, 1966, Today's Health May, 1966, Today's Health June, 1966, Today's Health
All women do not experience the same symptoms of pregnancy. Pregnancy is a normal experience in the processes of life.	Invite a doctor to speak: The importance of seeking and maintaining medical assistance throughout pregnancy.

Objectives and Generalizations	Learning and Evaluation Experiences
Analyze the prenatal care of the mother in relation to the welfare and health of the infant and mother. (C-4)	
Accept the importance of prenatal care of the mother. (A-1)	
The mother's medical care, nutrition, and health habits influence the health of the fetus and the mother.	View film: "Prenatal Care". Discuss and generalize the mother's:
The best provision for a healthy baby is a mother who is healthy and well nourished, not only during pregnancy, but throughout life.	Diet Rest Weight gain Dress - (new and shared) Cleanliness Health habits Activities Working Travel Exercise Film: "Expecting - Diet in Pregnancy".
The couple's sense of values, resources, and knowledge govern the amount of professional medical care during pregnancy.	Make a survey of the community to find available program aids available for prospective parents. Invite an obstetrician or nurse to speak on "Critical periods in prenatal development."
Because the health of the mother and baby is concerned, careful consideration should be given to the choice of a doctor.	Symposium discussion: Points to be considered in selection of a doctor or obstetrician. Role play: the first visit of prospective parents or mother to the doctor.
In order to give effective care, the doctor needs to give regular and thorough examinations.	Play tape recording made by local obstetrician on "What to expect during visits to the doctor."

Objectives and Generalizations	Learning and Evaluation Experiences
There are common symptoms and problems which are experienced by many women during pregnancy.	Discuss: Lethargy, expanding waistline, flatulence, insomnia, shortness of breath, emotional changes, skin pigmentation, backache and groin pains, striae and angiomas, nosebleed. After studying appropriate references, discuss: Circumstances and events that may disrupt the orderly sequence of prenatal development: Use of drugs German measles X-rays Radioactive fallout Accidents Etc.
Some prenatal conditions of the mother need to be immediately reported to the doctor.	Identify and list on chalkboard and discuss the danger signals in pregnancy: Bloody discharge from vagina Persistent severe headaches Severe nausea and vomiting Swelling, particularly sudden swelling, of ankles, feet, hands, face Chills and fever of over 100° F. not accompanied by common cold Continual abdominal pains not relieved by bowel movement
There are false traditions and superstitions which deal with the gestation period.	Discuss abortion and miscarriage, the causes, effects, and prevention. Minute dramas depicting "old-wives'" tales: marking the baby, food cravings, etc. Analyze the validity of each tale. Analyze case studies illustrating how prenatal care affects child's development before birth. Consider desirable and undesirable effects.

Objectives and Generalizations	Learning and Evaluation Experiences
Interpret the prenatal development of the fetus. (C-4)	
Normal prenatal growth follows a pattern.	Special book report: Life Before Birth, by Ashley Montagu.
The fertilized zygot grows by a process of multiplication:	Read - Andersons, Design for Family Living and ditto sheets, made from the appendix pgs. 107-8. Chart the physical growth of the unborn child on transparencies.
Period of the ovum-- first 2 weeks	
Period of the embryo-- following 6 weeks	View the films: "Biography of the Unborn" or "Life Before Birth,"Parts I and II"
Period of the fetus-- from about ninth week until birth	In groups, identify the stages of the prenatal growth of the fetus. (Note: if these films are not available, pictures from the following magazines may be viewed on the opaque projector)
It takes about 280 days for the prenatal development to be complete.	Life: April 30, 1965 Look: June 5, 1962 May 3, 1966 Make a "Calendar of Growth Before Birth". Prepare and present a program to a group of expectant parents showing human growth before birth. Use visual aids in presentation and hand out dittoed "Calendar of Growth Before Birth."
Comprehend the process of birth in relation to the welfare and health of the infant and his mother. (C-2)	
Each birth is an individual experience and will differ according to the time, place and people involved.	Have nurse show film and answer questions: Film: "Childbirth, The Great Adventure"

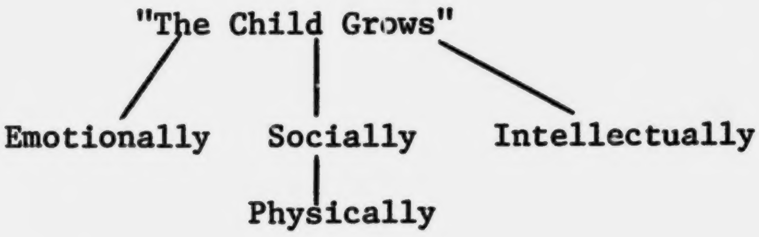
Objectives and Generalizations	Learning and Evaluation Experiences
Normal birth follows a pattern. When a baby reaches a state of development that permits him to live independently, the muscles of the uterus expel him through the birth canal: "labor".	Study references relating to methods of child delivery. List the types of deliveries and analyze: possible reasons for use advantages to mother and child disadvantages to mother and child role of the father
Birth is arranged by nature to meet the needs of the baby by the time the uterus has stretched to its limits.	Film: "Emergency Childbirth"--(and accompanying kit) Civil Defense.
The moment of expulsion from the uterus is "birth" or "delivery".	
The vast majority of pregnancies terminate at term.	
Tests and symptoms may predict childbirth complications for which preparation should be made.	Registered nurse or doctor reports about Caesarean birth, breech birth, RH baby, multiple births, premature birth, PKU, etc.
Professionally trained persons with adequate facilities usually deal successfully with complications of childbirth.	
Attitudes toward childbirth are learned from others.	Role-play situations which influence attitudes toward childbirth such as: child overhearing adult conversation; teenager watching TV movie of birth; pregnant women being advised by relatives. Role-play situations to give positive attitudes.
Examine and appreciate post-natal care of the mother. (C-2) (A-3)	
The immediate post-natal care of the mother is important in relation to her mental and physical health and general well-being.	Panels, interviews, and/or tape recordings of interviews with new mothers about post-natal experiences and care.

Concept III: Child Development and Care

Objectives: Appreciate the infant as a unique individual. (A-3)

Plan and provide for the infant's physiological and phycological development through care. (C-5)

Develop some skill in caring for the infant. (P-3)

Objectives and Generalizations	Learning and Evaluation Experiences
Become aware of the stages of development the average infant seems to go through from birth to one year. (A-1)	
Relate the physical, emotional and social changes to the development of the baby from birth to one year. (C-3)*	
Each individual is unique in his potentialities and in his pattern and rate of development.	Bulletin board: Emotionally toned pictures showing infants to 1 year  "The Child Grows" Emotionally Socially Intellectually Physically Pictures may depict the child: Emotionally: happy, upset Socially: playing with others Intellectually: manipulating, reading Physically: different sizes, build, appearance From previous learnings, reading, and discussion, compile a list indicating all the ways babies exhibit individual differences.
In each phase of growth, development is continuous, proceeds in orderly sequence, and has periods of acceleration and deceleration.	Collect pictures of babies of same age. Compare height, weight, appearance, etc. Consider how heredity influences the height, weight and appearance of the individual

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*See Appendix: Physical and Biological Bases of Development. Page 107.

Objectives and Generalizations	Learning and Evaluation Experiences
	View Film: "Principles of Development."
	Define the principles of development. What makes each child different?"
	List environmental factors which might influence growth and development of the baby. Examples: crib too small; kept in playpen; quiet place to sleep; many books in the home, loving parents, etc. Explain what effects different environmental factors might have on the infant.
	Consider factors other than heredity and environment that affect growth and development. e.g. Children taller than parents Values placed on good health and nutritional practice.
	Display chart: How a "Baby Grows, Johnson and Johnson.
In the early stages of life, striking and radical physical and social changes takes place within a brief span of time.	Collect and explore all the available reference materials concerning characteristics of infants relating to physical and social development.
Physical growth proceeds from head to foot, simple to complex, and near to far.	Divide into groups and compile a list showing the stages or sequences an infant seems to go through in these areas of development. Consider the following age:
The infants social development is related to objects, persons, experiences, and other manifestations of growth; it is directed toward accomplishing a sense of trust.	neonate six weeks old 3 months old 6 months old 9 months old 1 year old

Objectives and Generalizations	Learning and Evaluation Experiences
	Each group use the completed list of characteristics to observe infants in the assigned age group. (or ask parents of infants to react to the list). Determine how written characteristics compare with the traits of observed infants. Share findings with class and summarize. Discuss similiarities and differences of age groups and determine how to account for the differences. View film: "Early Social Behavior" Note individual personality differences and the social significance of the home in relation to parent and child. Read chapter 5 and 6 of Brisbane's The Developing Child. Analyze the case study on page 120. Discuss the statement: "A child's emotional and social development is misunderstood if judged by adult standards." Using references and previous learnings write a paper expanding one of the following: --Infants face certain tasks in development which must be accomplished in order to progress to the next level of development. --The developmental tasks of infants, parents of infants, and the family may be predicted.
Recognize the relationship of fulfillment of infants developmental needs to his physical, social and emotional development and behavior. (C-4)	

Objectives and Generalizations	Learning and Evaluation Experiences
To the extent that an individual's developmental needs are met as they occur, he is free to move towards his full potential.	Read Brickenridge, *Growth and Development of the Young Child* or other references. Identify the physical and psychological needs of the infant.
Fulfilling the needs of the infant is basic to building his feeling of security and a sense of trust.	View the film, "Baby Meets Parents" or "The New Baby". One group of students identify the physical needs portrayed, one group identify the phychological needs portrayed. Discuss how these needs were met by the particular family.
The infants emotional and social development and behavior are influenced by the manner in which others help fulfill his physical needs.	Pantomine, with doll and a pre-recorded tape of a baby crying, a situation requiring that a baby be diapered and fed by his mother: Depict: a) tired,exasperated mother b) careless mother c) uninterested, objectionable mother d) tender, understanding, loving mother Analyze the emotions and behavior of the mother and the effect her actions may have on the child's behavior, his emotions, his social development.
An individual's behavior reflect his unique physical, intellectual, emotional, and social development.	View films: "Growth of Infant Behavior: Early Stages" and "Growth of Infant Behavior: and "Later Stages." Trace the rapid growth of infant behavior patterns. Observe infants and parents in the community for incidents which show different kinds of child behavior. Write the observed incident into a case study to be considered by the class. In buzz groups, analyze the case studies in relation to how needs

Objectives and Generalizations	Learning and Evaluation Experiences
	were met or unmet, probable causes of specific behavior, suggested ways of handling the behavior, and prediction of consequences for allowing such behavior to continue. Compare analysis with other buzz groups. Note: Be certain case studies depict "good" and "problem" behaviors, and represent the behavior of babies from different age levels, birth to 1 year, cultures, and socio-economic levels.
Relate factors affecting the child's formation of self. (C-3) *	
Persistent trends in personality result from heredity, early experiences, and continually recurring conditions. The chemistry of the body, the quality of body structure, and body functions present at birth are the foundations for the formation of self.	Invite a child psychologist or counselor to speak about: How personality develops How high or low metabolic rate, allergies, or a deformed or crippled body may affect the child's self. How adults affect the child's concept of self. View film: "Children Growing Up With Other People". Then-- Identify the stages of growth in children. Traits of the adult who assists the child Responsibility of social behavior after the self-centered individuality of childhood. or View film: "Preface to a Life". Discuss the influence of parents on a childs developing personality. How do the parents accept the child as an individual?

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* See appendix for pictorial and written description of "Self". Pages 133 and 134.

Objectives and Generalizations	Learning and Evaluation Experiences
The self is acquired, not ready-made, and develops as the person with his inborn abilities and tendencies meets the experiences of life.	Opposite panel of students and parents: Discuss why babies demand so much attention, the responsibility of the parents for meeting these demands, and the effect upon the child's concept of self.
The self arises earliest in experiences with significant people through the communication of attitudes and feelings.	Role play situations which help and hinder development of a child through attitudes formed from adult relationships.
The self emerges from continuing interaction between individual's need-goal motivation and the directing of society.	
The self develops through a process of differentiation.	
Development of self-concept is founded in earliest body awareness of the newborn.	
The challenge of setting examples for children is a factor in the maturing of one's self.	
The infant needs assistance from adults in having his developmental needs met.	Using the compiled list of physical and psychological needs, discuss the following questions: Who are the logical persons to supply the needs to the infant? Why? Can a substitute supply the needs? How can adults assist the infant in meeting his developmental needs?
Plan for the care of the infant. (C-5)	

Objectives and Generalizations | **Learning and Evaluation Experiences**

Develop some skill in caring for the infant. (P-3)

Since each baby is unique the way of meeting his needs may differ.

View film: "Care of the Unborn Baby"
Relate the care to fulfillment of the infants physical and phsycological needs.

Groups of class members give demonstrations, skits, or illustrated talks:

feeding, formula preparation, bathing, rest and sleep, dressing, laundry, and health and inoculation, daily care schedule. Consider single babies and twins.

Note: Employ previous learnings related to fulfilling physical and pscychological needs. Also consider how these procedures change or vary as the neonate becomes older.

Ask a mother with an infant(s) to demonstrate any of the above. (if needed)

Explore special care problems and report to the class concerning:

Special health problems:

- diaper rash
- cradle cap
- allergies
- colic
- asthma
- eczema
- diarrhea
- constipation

Children needing special care:

- Physically handicapped children
- Mentally handicapped children

Objectives and Generalizations	Learning and Evaluation Experiences
Sensory experiences are important to the learning process and development of the infant.	Read: Parents and Babies,(or other references), Extension Service: (1) Identify how babies learn when people give them a chance to touch, feel, see, taste and smell different things. (2) How can others provide opportunity for the baby to have sensory experiences? (3) Generalize the importance of sensory experiences in the learning process of infant.
Infant toys should be sanitary, smooth, non-toxic, durable and without small detachable parts.	Divide into groups. Use references and interviews of parents and pediatrician to find suitable kinds of toys, play materials, games, "comforters or pacifiers", activities and experiences from which the infant (neonate to 1 year old) may learn. Compile information in the following form.

Activity	Criteria for Selecting	Benefit to Child	Adult Role

Objectives and Generalizations	Learning and Evaluation Experiences
	Discuss findings with class.
	Set up an exhibit of toys suitable for the infant. (judge each toy by criteria of usefulness, safety, durability, and learning involved)
	Make an illustrated flyer on infant activities called "Tickle, Tempt and Teach Tots." Distribute to expectant parents, and parents of infants.
	Plan and provide sensory experiences for infants with whom you are acquainted.

Objectives and Generalizations	Learning and Evaluation Experiences
	Keep record of the infants response and the value it represented to the baby.
Infant care requires arranging for space, equipment and supplies.	In groups of 3 or 4 study available references and resources relating to the layette, furniture, equipment and supplies needed for infant care. List the items needed and analyze each by completing the following chart:

Criteria for Selection and use	Minimum number required	Number desirable	Source of supply
			Used Borrowed Purchased new Made at home Showers (gift) Etc.

Objectives and Generalizations	Learning and Evaluation Experiences
	Field trip to store to view baby layette and equipment. Apply criteria for selection to items examined. Compare quality and cost of new and used furniture.
	Interview young parents to find layette needs and how they were obtained.
	Investigate "twin clubs" to learn about shared layettes and equipment.
	Borrow layette items from friends and stores. Evaluate items by established criteria of usefulness, durability, quality and cost.
	Using a catalog, price lists from local stores, and want ads from newspaper, compute the total new and used cost of minimum layettes,

Objectives and Generalizations	Learning and Evaluation Experiences
	equipment, supplies and furniture needed by the baby in the first year.
	Arrange a bulletin board with clothesline motif for minimum layette.
	Buzz groups analyze case studies of families with different incomes, sizes of homes or apartments, and family numbers. Discuss how each family may arrange space for a new baby.
	F.H.A. or Home Project: assist in hospital maternity ward or nursery as a "candy striper".
	F.H.A. club project: Construct a layette for a family in need.

Concept IV - Adulthood

Objectives: Judge ways of meeting the physical, emotional and social needs of adults. (C-6)

Appreciate other people of all ages. (A-3)

Objectives and Generalizations	Learning and Evaluation Experiences
Study in this unit is designed to help students to:	
Accept the physical and emotional changes that occur in adulthood. (A-1)	(Note to teacher: Concepts of infancy to adulthood have been considered in previous units. Review concepts necessary to introduce this unit)
Examine the physical and personality changes of the young adult (18-30, the middle aged adult (30-55) and the adult in late maturity, (55-__) (C-2)*	
Adjustments are needed because of the physical, emotional, and mental changes which occur during adulthood.	Bulletin board - HANDS ACROSS THE LIFE SPAN
The young adult - (18-30)	Show pictures of the hands of children, adults, and oldsters across a rainbow representing the life span.
The human body achieves physical maturity during the period of young adulthood. (18-30)	Invite a physician to class to talk about the aging process and how adults adjust to changes in body function.
The responsibility for reproduction is paramount. The adult is at the generativity (parental sense) stage of personality development.	Study available references and resources to find the physical characteristics of each age group, (18-30), (30-55), 55-__.) Analyze in terms of the following:

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*Refer to appendix for Physical and Biological Bases for Human Development, page 107.

Objectives and Generalizations	Learning and Evaluation Experiences
Motor skills are perfected to meet chosen occupational or vocational needs.	--Identify physical characteristics and changes that take place.
Middle aged adult (30-55)	--Compare the strength and physical differences of men and women.
As body tissues age, muscular strength, skills and physical capacity begin to decline.	--Identify common health problems of the men and women.
Neuromuscular skills fade and activity slows down.	--Determine how motor skills and physical status influence activities and career.
Men and women have to adjust to a change in body functions.	--Determine ways adults may adjust to retirement and to their changing body function.
The ego-integrity stage of personality development mark maturity.	Analyze the statement: "The stage of ego-integrity is the time to develop a sense of soundness, honesty, uprightness, purity, self-discipline, courage, and faith."
Later maturity (55-__)	
Because physical strength and health are diminishing adjustments become necessary.	Ask the drama coach to tell the physical features and traits actors and actresses simulate in characterizing adults of differing ages.
Body cells lose water; tissues pile up excess materials; nutritional processes and self-repair slow down.	Discuss television and movie characters who represent various adult maturity levels. (Consider the 60 year old actor who still plays a younger leading man, the young man who acts as an oldster)
	Collect pictures of adults from ages 18 to 80. Identify the physical evidences of aging.
	Field trip to hospital, retirement or nursing home. Observe the physical characteristics and care of adults of varying ages.

Objectives and Generalizations	Learning and Evaluation Experiences
	Identify the most common health problems.
	Special reports: Energy changes of middle and old age Sensory changes of middle and old age Menopause - Climacteric period
	Buzz groups to analyze the statements on pages 134-136, Anderson's, Design for Family Living.
Analyze the basic needs and developmental tasks of adults at all levels of maturity. (C-4)	
If the mature adult's needs are met consistently, he is free to move to his full potential.	Study references and review human needs and developmental tasks. Suggested references: "Human Needs" (Page 27 Colorado Program Planning Guide)
The basic needs of the young adult require good environment for rearing children, a congenial social group, civic responsibility, and pride in self.*	"Desirable needs of human development at all age levels". (Page Appendix) Smart and Smart, Living in Families, pgs. 95-96; 394-396. Developmental Tasks - Colorado Program Planning Guide, pgs. 16-26. Duvall, Family Development.
Greater independence characterizes early adulthood.	Reports of recent articles in current periodicals about older people, their needs and behaviors. (Refer to Reader's Guides) Example: "Practical Ways To Be Old and Happy" by Michael M. Dacso, N.D., Life 76:86+ Jl, 27, 1959.

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*Social and family relations may be expanded in this unit or studied in Interpersonal Relations Units.

Objectives and Generalizations	Learning and Evaluation Experiences
A mature adult finds in his environment the means to realistically accept things in the world.*	Interview adults over thirty, (single, widowed, married, aged, etc.) to determine: major concerns or fears major satisfactions philosophy of life immediate and long range goals economic planning recreation planning
	Summarize the needs and tasks identified by the above adults.
During middle adulthood, family and civic responsibilities approach their peak.	Invite a panel of adults active in civic life and organizations to speak, "Family and Civic Duties of the Adult." Determine basic needs and developmental tasks they are seeking to fulfill.
	Based on the above studies write a paper comparing the needs and tasks of adolescents to the needs and tasks of middle aged adults. Discern complimentary and conflicting tasks.
	Minutes dramas of the "Wilting on the Vine" incidents described in Anderson's, Design for Family Living, pgs. 269-270. Analyze the dramas to see how basic needs of middleaged adults are threatened. Consider how these needs could be fulfilled.
	Buzz groups to discuss "How we may help adults meet their needs." Suggested topics: How may we show respect for adults? How may we plan more time with adults? How may we help fulfill adult desires? How may we show appreciation? How may we keep the lines of communication open?

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[*] Social and family relations may be expanded in this unit or studies in Interpersonal Relations Units.

Objectives and Generalizations	Learning and Evaluation Experiences
	Drama---or skits-- "Twenty Years Hence" illustrating aging: (physical changes, needs and behavior patterns.) Possible ages of 18, 38, 58, 78. As example: at 88 years, grandmother may remember everything about her youth but can't remember where she put her glasses.
	Analyze reasons for changes depicted.
	Find and display ads from popular magazines that appeal to human needs of infants, children, adults and later maturity. Relate to the developmental tasks.
Because the capacities of the elderly person are in a state of deterioration the older adult may need help in meeting his needs.	View film: "Our Senior Citizens" Identify some problems of the elderly identified in the film, by interviewing friends, neighbors, grandparents, viewing TV programs, and surveying mass media.
Old age involves many periods of crises with which many in later maturity age group cannot cope.	List some crises for elderly. Role play how adolescents might understand and help the situation.
Because of changing income, retirement,reevaluation of interests and time, and declining physical ability the adult in later maturity has a special task of adjusting and meeting needs.	Colloquy on changes the elderly must make and how others could make the adjustment smoother, Panel of elderly adults Panel of class members to question of elderly
	Give sentences to complete as -- "Older people need love and security because---" "A new experience is good at 75 because--" "Privileges in my old age will be--"
	Bulletin board exhibits of older people who seem to be adjusting to their changing roles in society.

Objectives and Generalizations	Learning and Evaluation Experiences
	Brainstorm: Contributions the older persons can make to society his family his friends himself
	Analyze pictures which depict problems of the elderly. Identify the problems and suggest ways in which adjustments could be made.
	Analyze pictures of very old people in terms of what stories faces can tell about character and personality.
	Round table discussion of how society is both overprotective and rejective in its attitude towards the elderly.
	Contact the Governors Commission on Aging to learn about pre and post retirement planning.
	Research laws concerning: Nursing homes Convalescent homes Medicare Retirement income Early American Act of 1963
	Survey the community to find kinds of homes suitable for those in old age. Compile a list of specific recommendations for the living area for the aged.
Interpret behavior patterns of adults at different levels of maturity. (C-4)	
Behavior is the result of an individual's effort to fulfill his needs with satisfaction.	Bulletin board: "Cradle to the Grave" showing various differences in age behaviors. May change for needs and physical characteristics.

Objectives and Generalizations	Learning and Evaluation Experiences
Because the developmental process is orderly and progressive, behavior patterns appear at various levels of growth.	Choose stories from Reader's Digest "Unforgettable Characters" that portray typical behavior patterns of each adult group.
	Review the developmental stages of personality and the typical behavior attributed to each stage.
Normal behavior is the outward expression of the individual's success in meeting his needs and in completing the developmental tasks associated with his levels of development.	Read Anderson's Design for Family Living, Chapters 12 through 16, to find the physical and emotional basis for behavior at middle and old age.
	Analyze case studies depicting behavior:
Each period of adulthood has problems and satisfactions which cause behavior.	--The young mother who has not satisfactorily completed the identity and intimacy stage in her personality development.
The overlapping of developmental tasks of different generations may cause conflicting behavior as each generation seeks to satisfy needs and fulfill the developmental tasks belonging to his special level of growth.	--Middle aged man who has made a negative adjustment to the climacteric.
Behavior of adults may reflect self realization.	--Middle aged woman who has successfully adjusted to the menopause.
When senility overtakes him, the older adult may no longer be held responsible for his behavior.	--Older people who look to the future and adjust to change.
	--A family of mother, father, teenager and grandmother who are in conflict.
	Determine the reasons for behavior and the adjustments needed in each case.
	Collect cartoons illustrating differences in behavior between age groups. Analyze the cartoons in relation to the cause and effect of illustrated behaviors.

Objectives and Generalizations	Learning and Evaluation Experiences
Plan for the development of "self" in early, middle and later adulthood. (C-5)*	
The concept of self, real or ideal, serves to integrate an individual's personality pattern. One's concept of self influences the characteristic role he learns to assume. Self-realization is a goal of all development.	Have one half of class read novels, the other half read biographies. Review the central character's entire life. Determine the characters self-concept. What factors influenced this concept? (Note to teacher): Assign early in unit as outside reading. Librarians may help with finding suitable selections: Examples of novels include: Aldrich, A Lantern in Her Hand, (easy to read) Cather, My Antonia Maugham, Of Human Bondage Suckow, The Folks Select others that relate to other cultures in class.
The individual's perception of himself determines how he will behave; the response he receives to his behavior in turn may change his perception of himself. As the individual participates in an ever-widening environment, the sense of self gradually develops.	Using a structured study sheet as a guide, have a round table discussion on the "development of self." (Structure study sheet to cover: Evolvement of self a) beginning in early "home" or other environment, stressing physical foundation for at birth b) developing through continuing home and environmental contacts in childhood, adolescence c) steps of adult development culminating in later maturity)

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*Teacher background: "Self", Appendix reference, pages 133 and 134.

Objectives and Generalizations	Learning and Evaluation Experiences
Aging, as it relates to personality, is the realization that the possibility of new things or sustained continuation of the old, is limited and that disengagement is becoming necessary.	Relate to contemporary or recently living individuals known to the class in terms of phases of adulthood particularly--early, middle, and later maturity. Determine why senior citizens like to: Go back home Visit historical museum and markers Belong to Peioneer Societies, Etc. Write an open letter to middle aged adults: "What it should mean to you to be in the prime of life." --vocationally --physically --biologically --sexually --socially --intellectually --spiritually Write an open letter to oldsters: "How To Make Old Age a Golden Age" Compare the above letters, summarize the key points into a master letter to be sent to "Letters to The Editor" of the local newspaper. Write a paper: People of all ages should understand the needs of the aged.
Develop some skill in care of the adult in later maturity (P-3)	
The decline in his capacity to care for himself may make the older adult dependent upon the care and ministrations of others.	Apply previously learned concepts concerning the elderly , to care for the elderly.

Objectives and Generalizations	Learning and Evaluation Experiences
	Class, FHA Projects: Plan, prepare and serve meals or refreshments for this age group.
Physical needs similar to those of the infant; food, comfort, rest, health, and need for elimination. - are common to all in later adulthood.	Study and plan ways to add to the comfort and health of the later maturity group. Survey the community for agencies and social groups who assist in caring for older people
Families and outside agencies that are responsible for the care of older citizens, may need the assistance of others in managing this care.	Plan a home or community project based on knowing, working with or helping older people. Work as a candy striper in a retirement home, nursing home, hospital ward, or assist with the care at home of an elderly grandparent. Ask an elderly grandmother to teach you a skill as tatting lace making butter quilting home-made bread rug making making food specialities box suppers Ask an elderly person to tell you stories of your cultural heritage.
Compare the role of family and community in sharing responsibility for welfare of citizens, young and elderly. (C-6)	
Families and communities share responsibilities for offering children and adults opportunities for education, for maintaining physical and mental well-being, for recreation, for protection from danger, and for developing religious faith.	Discuss: "We are forever influenced by the community or communities in which we grow." Identify probable effects of this community on lives of its children and youth as well as older citizens.

Objectives and Generalizations	Learning and Evaluation Experiences
Assuming responsibility for education of youth and children is a role of the community and its citizens.	
Physical and mental well-being contribute to the pleasures of living.	List the facilities available in the community, categorize as: educational, social, recreational, religious, safety, physical and mental well-being, and so on.
Safety factors in a community determine to some extent its desirability as a home site for the family.	Through committees, contact Chamber of Commerce, county health organizations, welfare department and the like for information about foster homes, adoption agencies or other means employed in the area, and nursing and "golden age" homes, which would provide information on the care available for young and old citizens.
Community religious organizations foster religious faith.	
Community civic organizations assume responsibilities to individuals of all ages.	
	Present findings to class in creative fashion. Discuss and summarize.
Many kinds of opportunities are available to its citizens, young and old, when families and community work together to create them.	Invite a lawyer to discuss legal aids and protection of dependent children, adoption, neglect, inheritance, child labor laws.

SEMESTER COURSE
(18 weeks)

Scope: Human development: physical development, basic human needs; tasks through the life cycles; behavior patterns; development of self.

Ages in development: Pre-natal; infant; pre-school age; middle childhood; adolescent; adult.

Objectives: Recognize relationships of the physical and phycological factors of human development. (C-4)

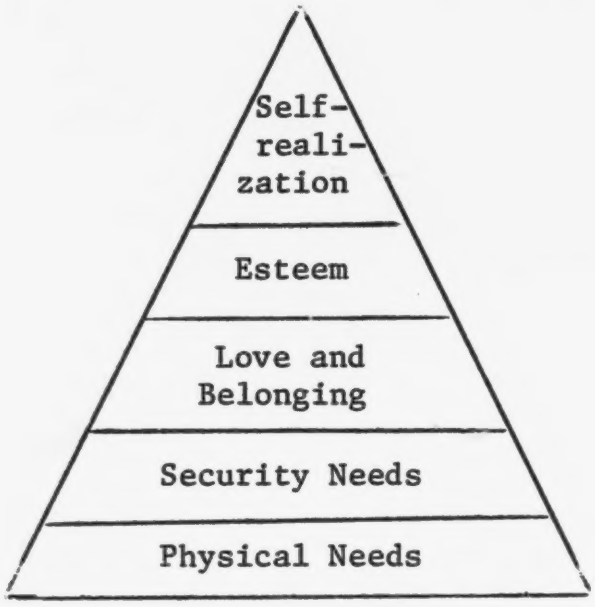
Gain realistic acceptance of the development of self. (A-4)

Note: This semester course is based upon the learnings developed in the seventh grade and Homemaking I comprehensive units. The teacher may wish to provide greater breadth and depth to this basic eighteen week semester course by adding selected concepts, generalizations and learning experiences manifested in the Homemaking II and III comprehensive units. Selection of such additions should be made to provide a sequential course of study suitable for the local situations and students involved.

Concept I - Human Development

Objectives and Generalizations	Learning and Evaluation Experiences
Knowledge of the factors relating to human development that can be approached through study. (C-3)	
A course in human development is the study of the process of physically, emotionally, and intellectually growing and maturing.	Review of differences between growing and maturing.
There is an interrelationship between physical growth, needs, tasks and behavior throughout all stages of human development.	Identify the terms and see relationship between physical growth, needs, tasks, behavior, and self by discussing "The Chain of Human Development". (See appendix page 106) Cooperatively plan semester course in Human Development.

Objectives and Generalizations	Learning and Evaluation Experiences
Analyze the characteristics of physical development. (C-4)	
Each individual has his own time table for development which occurs in an orderly but uneven sequence. Growth is continuous and follows a pattern.	REFER TO THE AREA OF PHYSICAL DEVELOPMENT, Homemaking II, III. Show film, "Principles of Development"; students list principles observed and discuss.
Physical growth is a process of cell division and multiplication.	Bulletin boards: "Eyes Are Upon You" "Family Tree"
Physical growth is a result of heredity or environment or a combination of both.	Using references, discuss how growth is regulated and the control the individual has over his physical growth.
Growth patterns are affected by physical and psychological factors.	Each student chart his own pattern of heredity. May use the individual "family tree".
Growth proceeds from head to feet, near to far, and from simple to complex.	Use a diagram on board to explain heredity.
Different parts of the body grow at different rates at different times.	Each student find out approximately which year of his life he grew the fastest, Have you stopped growing? When can you expect to stop?
As an individual grows, body proportions change.	Use observation and references to determine some differences between proportions of baby's body and adult's body.
In the early stages of life, striking and radical changes take place. Growth is at a plateau during adult life until the body begins to decline.	Use references and discuss: What heredity factors are looked upon with favor by: (1) you as a future parent, (2) society, (3) the social group. Which are regarded with disfavor?
	Write on the subject: What heredity characteristics would you consider important in selecting a mate?

Objectives and Generalizations	Learning and Evaluation Experiences
	Analyze the physical development of each life stage from conception to old age. Identify physical characteristics and changes that take place. How physical status influences behavior. Ways of adjusting to changing body functions.
Interpret and appreciate basic human needs. (C-4) (A-3) All individuals have physical, emotional, and social needs which are basic and universal. The physical needs include foods, rest, shelter and exercise. The emotional needs include love, seucrity and understanding. The social needs include acceptance and companionship. An individual will develop to his full potential to the degree and consistency that his individual needs are met. Needs change with the degree of maturity of the individual and with the demands of the society in which he exists. Needs are essentials which require supply or substitute action.	REFER TO THE AREA OF NEEDS, Homemaking II, III. Flannel Board -- Build a "Hierarchy of Human Needs"[1]  Self-realization Esteem Love and Belonging Security Needs Physical Needs Analyze how each set of needs is dependent on the set below. Refer to "Desirable Needs of Human Development At All Age Levels". Appendix, page 126.

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[1] Maslow, A. H., Motivation and Personality, New York: Harper, Row and Co., 1954. Reprinted in Colorado Program Planning Guide, pg. 27.

Objectives and Generalizations	Learning and Evaluation Experiences
	Collect news articles concerning someone in trouble. From understanding of human needs, try to speculate what this person needed to make him a healthy, well-adjusted person.
	Review the Desirable Needs of Human Development. (page 126 Appendix) Apply to all ages.
	Analyze the specific needs of people in each stage of the family life cycle. Consider ways these individuals of all ages may fulfill these needs.
Appreciate and interpret personal developmental tasks. (A-3) (A-4)	REFER TO THE AREA OF DEVELOPMENTAL TASK, Homemaking II, III
The developmental tasks are a part of the continuous and orderly development of the individual which lead toward maturity.	Review the personal developmental task concepts from Homemaking I, Comprehensive.
Knowledge of personal developmental tasks may help in planning for their successful accomplishment.	Write a paper dealing with your progress in accomplishing your tasks.
Knowledge of the developmental tasks of others, may help one assist others in accomplishing their tasks.	Discuss a few typical tasks of age levels as: The baby preparing for the task of walking. The adult granting independence to children. Changing activities of grandparents.
	Select some of the tasks and match them to pictures presented that depict characteristics of developing those tasks.

Objectives and Generalizations	Learning and Evaluation Experiences
If tasks are not satisfactorily fulfilled they may be ignored, defended, rejected or accepted.	Analyze cartoons and pictures for examples of ignoring, defending, rejecting or directly attacking a task.
Analyze and appreciate family developmental tasks. (C-4) (A-3)	
The family faces certain basic tasks essential for its survival, continuity and growth.	Student Symposium: The family developmental tasks. (See Appendix, pages 131 and 132. (See Duvall, Family Development)
Family developmental tasks include physical protection, emotional and spiritual guidance of family members.	Using references and research prepare a chart comparing the family development tasks with the tasks of family members at each stage of the family life cycle. List complementary and conflicting possibilities. (Example on pages 131-132.
At each stage of the family life cycle there are family developmental tasks which involve all family members.	
Complementary and conflicting forces affect accomplishment of family tasks, family member tasks and personal tasks.	Minute dramas of families in conflict. Analyze the dramas to find the tasks exhibited, conflicting tasks and ways of solving the conflicts.
Relate the influence of heredity, environments, basic needs, and developmental tasks to behavior. (C-4)	REFER TO THE AREA OF BEHAVIOR HOMEMAKING II, III COMPREHENSIVE
Human behavior is the result of the individual's effort to fulfill his basic needs and developmental tasks.	Write a paper. Some hereditary or environmental factors which may have influenced a persons physical, social or emotional development. Use a case study either real or fictional.
Behavior develops through the influence of learning, physiological and psychological growth.	Discuss. "The ability to control one's own behavior increases with age and with additional experiences."
Many forms of so-called "problem behavior" are normal behavior of the age in which they occur.	Debate: Inheritance Versus Environment in an Individuals Behavior. To resolve that inheritance is more important in determining one's behavior than environment.

Objectives and Generalizations	Learning and Evaluation Experiences
An individual's behaviors reflect his intellectual, emotional, social, and spiritual development.	Plan a check sheet for rating a mature person's behavior.
	Use newspapers and magazines to show ways that people are meeting, or not meeting, the developmental tasks they have.
The human being is a receptive organism, constantly reacting to stimulation from the environment, and in turn affecting the environment.	Research the influence of basic needs and developmental tasks at different age levels.
A mature person is able to cope with his environment, show a certain unity of personality, and perceives and accepts the world and himself realistically.	Discuss from reading in assigned readings: Problem Behavior Versus Normal Behavior.
	Make a chart showing problem behavior as you see it at different age levels.
Conclude how the sense of self develops. (C-6)	
The self is developed as a person meets the experiences of his life.	See appendix for illustration of and article explaining "Self".
There is propulsion within each individual to fulfill himself.	Use bulletin board or flannel board, building in steps to show inter-relationships of needs, tasks, and behaviors as "self" develops.
As the individual participates in an ever-widening environment, the sense of self gradually develops.	Case studies: Strang, Introduction to Child Study.
	Using a large size checklist, review examples of circumstances that have affected class members' development of self.
The self is comprised of all the beliefs, ideas, attitudes, and feelings, conscious or unconscious, which an individual has concerning himself.	Write individual papers on how student sees his "self" developing since infancy: Ideas to suggest: Physical body characteristics at birth. How family felt about him. Influential people in his life. Characteristic behaviors and why he thinks he does thus.
The concept of self influences one's behavior	

Objectives and Generalizations	Learning and Evaluation Experiences
	What he prizes. Aspirations.
The influence of parents, teachers, peer groups, and mass media are pertinent socializing agencies in building an individual's concept of self.	Using overhead projector and a series of lightly colored overlays, each color representing a facet in the development of self, picture "development of self": Example: clear -- infant yellow - needs green -- tasks lavender -- behaviors red -- experiences Total effect: Self

Concept II: Ages in Development

The remainder of this semester course in human development should include concepts selected from the previous units discussed in this guide.

Pre-natal Development -- Homemaking III, Comprehensive

Infant Development -- Homemaking III, Comprehensive

Pre-school (Early Childhood) Development -- Seventh Grade, Homemaking I

Play School -- Homemaking I

Middle Childhood Development -- Homemaking II, Comprehensive

Adolescent Development -- Seventh Grade, Homemaking I, Homemaking II

Adult Development -- Homemaking III, Comprehensive

Human Development related to foods, housing and relations -
Refer to specific courses of study guides: Foods, Housing, Interpersonal relations.

FAMILY LIVING

(Weeks Varies)

Scope: Human development -- life cycle; responsibilities of parenthood; physical, emotional, social and psychological development; and human needs.

Objectives and Generalizations	Learning and Evaluation Experiences
	This unit may be adapted from suggestions given in the previous Human Development units: Seventh Grade Homemaking I Comprehensive Homemaking II Comprehensive Homemaking III Comprehensive

OCCUPATIONS RELATED TO HUMAN DEVELOPMENT

Pre-employment training would require some basic understandings on which saleable skills could be built.

Some of these Occupations are:	Reference for basic understanding will be found on the following listed pages: (A sampling: not an inclusive list)
1. Day Care Center Aides, Teachers, and Directors	Pages 12 - 40, 50 - 57
Head Start Aides and Teachers	Pages 12 - 40, 50 - 57
Public School Teacher Aides	Pages 12 - 40, 50 - 57
2. Home Health Aides	Pages 12 - 40, 50 - 57
Early Childhood	Pages 72 - 81
Maturity	Pages 82 - 92, 93 - 100
Aging	Pages 82 - 92, 93 - 100
3. Nursing Home Aides	Pages 83 - 92
Activity Directors in Nursery Homes	Pages 93 - 100
4. Foster Grandparents	Pages 12 - 40, 50 - 57
Foster Parents	Pages 83 - 92, 95 - 96

PARENT EDUCATION

Parent education teachers may adapt the Homemaking III Comprehensive Unit to fulfill the needs, interests and abilities of those parents enrolled in class. Selected objectives, concepts, generalizations, and learning experience found on pages 59 to 92 may be used to design appropriate course content.

ADULT EDUCATION

Adult classes may be:

Preparing for Parenthood - Pages 93 - 100
Adulthood - Pages 82 - 100
Aging - Pages 82 - 100

Objectives, concepts, generalizations, and learning experiences needed to teach the above courses are found in the Homemaking III Comprehensive Unit.

APPENDIX

GLOSSARY

ADOLESCENCE -- from puberty to maturity.

ADULT -- twenty-plus-years of age.

BEHAVIOR -- is always the result of an individual's effort to fulfill his needs with satisfaction. Because the developmental process is orderly and progressive, behavior patterns appear at various levels of growth. Behavior that may be considered mature behavior at one level appears immature if it continues into a succeeding or higher level. "Normal" behavior is the outward expression of the individual's success in meeting his needs and in completing the developmental tasks associated with his level of development.

CONCEPT OF SELF -- a mental image of what one is, formed by a continuous process of analysis of every experience from time of birth as long as he lives.

COPES -- behaves in a purposeful problem-solving manner.

DEVELOPMENTAL TASK -- is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks.

DIFFERENTIATION -- the processes by which an individual organizes the world into definable objects: animals, people, life, non-life, and then further into categories, as: mother, father, other people, etc. As he becomes aware of differences, a child labels and organizes into the framework of one big picture.

EARLY CHILDHOOD -- from one year to six years of age.

EMBYRO -- from the end of the zygote or germinal period through the 8th week when all his body parts are taking rudimentary shape.

FETUS -- from the age of eight weeks until birth. His total intra-uterine existance lasts about 40 weeks or 10 lunar months, corresponding to the more familiar nine calendar months.

GROWTH -- change in amount or degree of a bodily attribute (structure) which can be measured by means of some standard measuring scale.

HUMAN DEVELOPMENT -- all processes of change both in the body itself (structure) and in its behavior (function), from conception through old age.

HUMAN NEEDS (basic) -- are the intrinsic demands of the human organism which require fulfillment if the organism is to survive and develop to its full potential.

INFANT -- from one month to one year of age.

MIDDLE CHILDHOOD -- from six years to twelve years of age.

MIDDLE YEARS -- forty-plus years of age.

MODELING -- the process whereby an individual incorporates into his own behavior the perceived behavior of another with whom he identified intentionally or unintentionally.

NEONATE -- newborn - from birth to four weeks of age.

OLD AGE -- sixty-plus years of age.

PREPUBERTY -- the one to two year period (also known as pre-adolescence) prior to puberty during which changes such as physical growth, body proportion and maturing of primary and secondary sex characteristics take place.

PUBERTY -- Latin..pubertas..age of manhood. It is the point of development at which biological changes reach sexual maturity (menstration for girls). It is a state of being capable to produce offspring.

ROLE -- a function assumed by an individual or a group in a particular situation.

SELF -- an individual as he knows himself and feels about himself. Some aspects of self are conscious and others are unconscious. The self is not what one is but only what he thinks and feels he is.

SELF-ESTEEM -- is the high regard in which one holds himself.

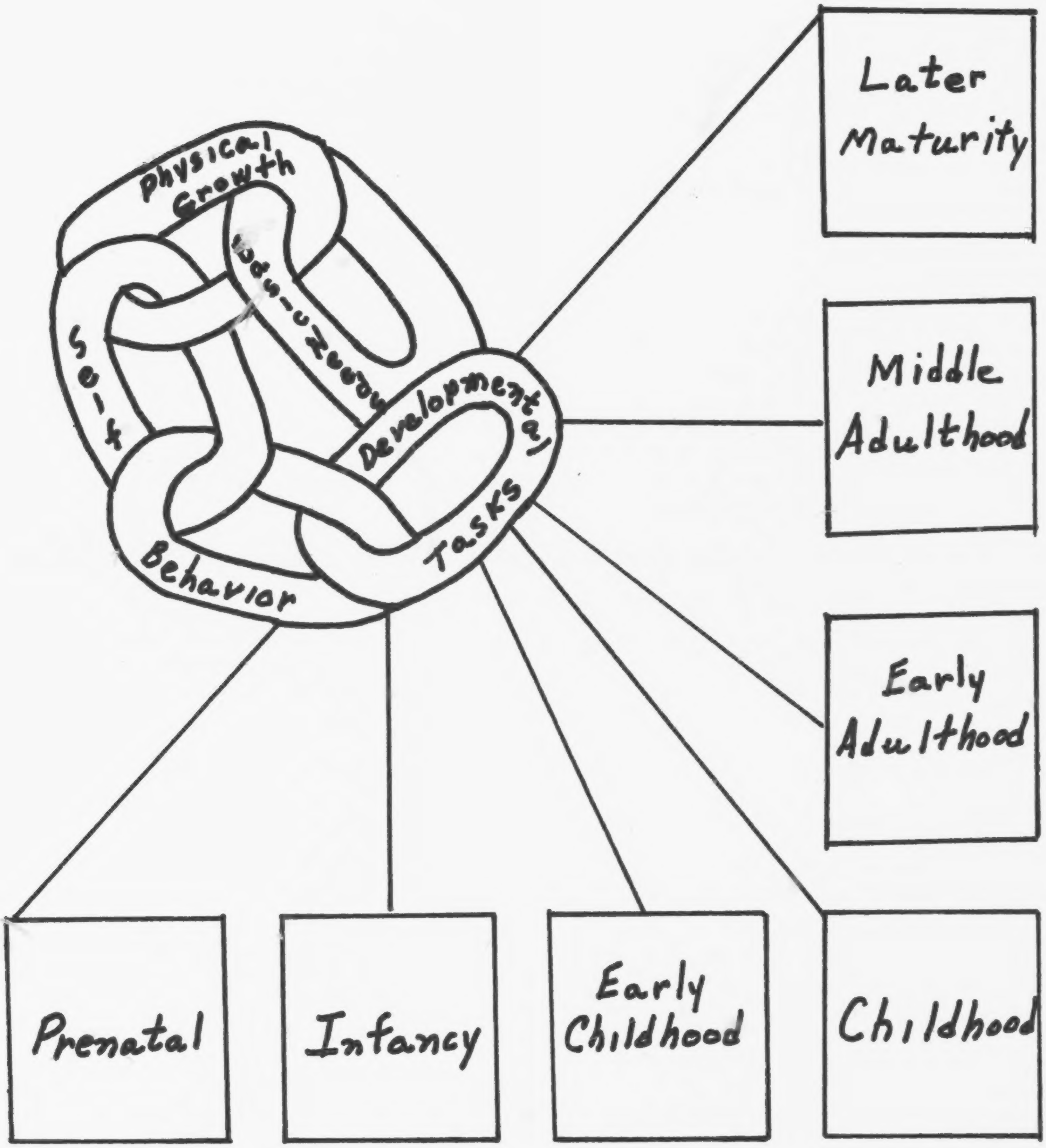
SELF-IMAGE or SELF-PICTURE -- the conscious aspects of the self; what a person knows or thinks he knows about himself and how he evaluates himself.

SELF-REALIZATION -- the need to develop one's potentialities; a term used to mean reaching one's potentialities in some contexts.

SOCIALIZATION -- a process whereby the individual learns the ways of a given culture; involves learning to know himself as well as his environment.

ZYGOTE -- germinal period -- the two week period following conception.

THE CHAIN OF HUMAN DEVELOPMENT


Physical Growth
Environment
Self
Developmental Tasks
Behavior
Later Maturity
Middle Adulthood
Early Adulthood
Prenatal
Infancy
Early Childhood
Childhood

By: Juanita Roberts, Assdstant Professor, Home Economics Education, Colorado State University.

PHYSICAL AND BIOLOGICAL BASES OF DEVELOPMENT AND BEHAVIOR

Development of the Unborn

The cell structure of the joined sperm and ovum break down and recombine to form a single cell, or zygote, and a new individual is on his way to maturity.

Zygote -- First two weeks after conception (germination period)

Development is mainly in cell division and arrangement of cells from which tissues and organs are derived. Basic development of the umbelic cord, sacs and fluid, placenta, and yolk sac begin.

Embryo -- Second to eighth week

End of first lunar month -- the following are forming and in some cases may primitively function--heart tube, arteries, gastro-intestinal tract, arm and leg buds, head mass, body, tail and folds for eyes, nose and inner ear.

The embryo is about 1/4 of an inch long or comparable to a grain of tapioca.

Second lunar month -- Tadpole Month -- The embryo's face becomes definitely human, arms and legs begin to develop, tail reaches its maximum and then dwindles away. The basic equipment for future behavior is being prepared in bones, muscles, nerves, and sensory and organs.

The amniotic sac measures about 2 inches while the baby is about 1 inch in length and floats freely.

Fetus -- From age of eight weeks until birth

Third lunar month -- Tooth month -- The fetus grows to a length of 3 inches and weighs an ounce and will completely fill the uterus. The sex of the child can first be surely determined. The male fetus is slightly advanced, primitive sperm cells are already forming. Fingernails and toenails begin to form. Baby teeth begin to form. The fetus begins to move, although not felt. Vocal cords form. Cleft palate and cleft lip may form at this time if fold of face is not fused completely. The digestive system functions: stomach secrets mucus, liver secrets bile, and kidnesy secret urine. Hands and feet now have fingers and toes.

Fourth lunar month -- The fetus reaches a length of 6 inches and weighs 4 ounces. A downy coat of hair covers his skin. Skin is sensitive to stimulation. The fetus moves more, moves lips, opens and closes his mouth, swallows, tongue moves and may move his head.

Fifth lunar month -- Quickening month -- He is 10 inches long and weighs 1/2 a pound. Mother will feel movements by end of month if not before. Fetal heart beat can be heard with a stethoscope. He looks like an individual. A fetus born at this time may try to breath, but will invariably succumb. Moves as though eating and has quite mature grasping movements.

Sixth lunar month -- He is 12 inches long and weighs a pound and a half. His skin is red and wrinkled. He can open and close his eyes and his lashes and brows develop. The cheesy coating of the skin, the Vernix Caseosa, appears during this time. Makes slight but regular breathing movements, may hiccup. His digestive system begins to "work". Meconium is gathering in the small intestine. By this time his taste buds are formed. All his essential anatomy and physiology have been established. After the 6th lunar month growth is largely a matter of increase in size, complexity and organization.

Seventh lunar month -- He is 15 inches long and weighs two and a half pounds. He stands about a 10 per cent chance of living if born.

Eighth lunar month -- He is 16 inches long and weighs 4 pounds. He has a 50-50 chance of living if born at this time.

Nineth and tenth lunar months -- The fetus fills out rapidly, gaining close to half a pound a week. His red skin fades to a pleasing pink. He sheds prenatal body hair. May suck his thumb. At nine lunar months the fetus has an excellent chance of surviving birth.

Neonate--Birth to 4 weeks (Newborn)

It has been said that one way to describe a neonate may be: "An alimentary canal with a loud noise at one end and no sense of responsibility at the other."

Body Characteristics

Trunk -- Is as long as or longer than his legs.
Arms -- Shorter than trunk length.
Head -- The infants head looks too big for his body. It is 1/4 his total body length. It may be temporarily out of shape--lopsided or elongated due to pressure before or during birth. On the skull are two fontanels - one above the brow, the other close to the crown of the head in back. (Some say there are 6)

The newborn usually has pudgy cheeks, a broad flat nose with a mere hint of a bridge, receding chin and undersized lower jaw. Most of his face is above the ears.

Bone -- are of cartilage and soft.

Skin -- His skin is thin and dry and veins can be seen through it. It is firm and as soft as velvet. He comes in many shades of red or pink. Downy hair is not unusual. Skin is often loose and wrinkly.

He is coated with Vernix Caseosa at birth, a cheese like substance consisting of dead skin cells and oil, acts as a protective coating and lubricant.

Eyes -- Always has dark slate blue eyes and has a blank starry gaze. He has no tears at birth as tear ducts are not functioning. He has no control of eye muscles.

Mouth-- Hollow and dry due to poor functioning of salvary glands. Has firm areas in cheeks called sucking pads. These help channel food and make sucking easier. There is a blister on each lip which disappears gradually as they take solid food.

Other characteristics -- He has a short neck, small sloping shoulders, swollen breats, large rounded abdomen and slender narrow pelvis and hips. The legs are most often seen doubled up against the abdomen in prebirth position. Knees stay slightly bent and legs are more or less bowed.

Body Processes

Circulation -- Changes over from prenatal to postnatal functioning takes about 2 weeks.

Digestion -- At birth the process of digestion and elimination must be handled by the baby's alimentary canal and urinary system.

Respiration -- Breathing is noisy, shallow and irregular. Breathes between 40-45 times a minute.

Temperature -- The neonate is not capable of adjusting to temperature changes and becomes easily chilled.

Reflexes

Tonic neck -- One hand is thrust out in direction his head is turned, other is bent up behind the head, knees are drawn high, toes point outward.

Sucking -- only appears when hungry.

Moro- Startle - His immature nervous system causes him to react to any loud sudden noise.

Grasping -- His hands are held in a clenched position. His holding reflex will allow him to hold his own weight as he grasps an object.

Swimming -- Arms and legs move as if swimming if placed on his stomach, may even move slightly.

Stepping -- When feet touch a surface he steps.

Language -- Loud raucous cry.

Senses

Sight -- Imperfect notices only pronounced changes of light. Attracted by large objects at 4 weeks.

Touch -- The most highly developed of all senses. He is most sensative around his mouth.

Hearing -- Partially deaf for first 10 days. Reacts to loud noises.

Smell -- Reacts only to strong odors.

Taste -- Rejects sour, salt and bitter. Tends to welcome sweets.

Infants -- One month to one year

During his first year of life the baby changes from ahelpless neonate to a high powered individual, investigating and mastering everything within reach. Certain behavior patterns such as sleeping, eating, etc., arise as a result of variations in physical development.

Weight -- During the first six months of life, weight increases one to two pounds per month. From six months to twelve months the gain is approximately one pound per month. Birth weight is usually doubled at six months and tripled at twelve.

Height -- There is an increase of nine to ten inches in length during the first year. Birth length usually doubles by the fourth to fifth year and triples by the twelfth to fourteenth year.

Proportion -- (In comparison to adults) Head and abdomen are large; head size is twice that of an adult. One-half of the total head growth occurs during the first year. (The fontanels provide the room for growth.) Arms and legs are short.

Eyes -- The eyes have attained their permanent color by six months. Clear sight is dependent on the development of nerve endings and nerve centers. Muscular development involves turning the eyeball and control of the lenses. The child reacts to large moving objects at three to four months, sees color at five months, and fixes his eyes on small moving objects at six to ten months.

Teeth -- The time of the appearance of the teeth varies but they appear in sequence. The number varies two to eight. Fretfulness, loss of appetite, fever, or digestive upsets may accompany the cutting of teeth.

Salivary Glands -- Drooling, indicating the functioning of the salivary glands, begins at five to six months.

Digestive System -- As the digestive system develops, the baby advances from a diet of liquids to strained foods. The addition of solid foods is dependent on the number of the teeth which the child has.

Voice -- The depth and volume of the voice develop as the lungs and speech mechanism mature. At six months, the child begins to imitate and speech comes from the repetition of sounds such as ma-ma-ma. Speech readiness is attained by the end of the first year when the child can say a few words and understand many more.

Sleep -- The twilight state of the neonate changes to a more definite pattern. The one year old child sleeps eleven to twelve hours at night and usually has two naps. As the child's activity increases, his sleeping hours decrease.

Touch -- The most important avenue of sense perception is touch and it reaches its peak at six to nine months.

Hearing -- The one month old child definitely responds to sharp sounds. At two to three months he associates sound with meaning. He turns his head toward the sound by six months. There is also a response to tone, for example, a soothing voice calms and a harsh voice alarms the child.

Smell -- The child is able to react to odors by seven to eight months of age.

Taste -- Because the response to salt, sweet, sour, and bitter is well established by three to four months of age, the child needs a wide experience with different flavors.

Child -- One to three years

Physical growth was rapid during the first year of life. By the third year it has slowed down very noticeably but maintains a steady rate until pre-puberty. As physical development slows down intellectual development takes the lead.

Weight -- The average weight increase is one-fourth to one-half pound per month.

Height -- The increase in height per year is less than one-half of the growth during the first year.

Proportion -- The head, chest and abdomen are approximately the same circumference during the second year. The chest increases in size during the third year. The legs increase noticeably in length.

Teeth -- At two, the child has twelve to sixteen teeth. The three year old has a full set of "baby teeth" (20). The quality is greatly influenced by the mother's prenatal care and the child's diet.

Physical ability -- Exercise and repetition are necessary to develop the skills of eating, dressing and bathing. The child can go up and down stairs, kick a ball, take things apart and tries to put them back together again, hold a cup in one hand, etc.

Eating -- He can feed himself but he is messy.

Elimination - Bowel control develops before bladder control. Bladder control is not complete. The child sometimes indicates when he has to go; he is more apt to tell afterwards. Training (potty) is dependent on physical and emotional maturity.

Sleep -- Less sleep is needed by age two. He may not sleep as easily or willingly. The morning nap is usually discontinued. Excitement, fears, etc., may interfere with sleep. Nightmares may become common.

Voice and Speech -- Newly-learned breath control enables the child to hum. He can construct simple sentences using his increased vocabulary.

Child -- Three to six years

Intellectual development is still accelerated.

Weight -- Increases at the rate of four to five pounds a year.

Height -- Increases at the rate of three inches per year.

Proportion -- The child is straighter and slimmer; protruding abdomen flattens, shoulders widen, neck and legs lengthen. The growth is the greatest in the legs.

Teeth -- The six years molars are the first permanent teeth. They appear before the front teeth are replaced.

Motor Development -- After six years of age motor development is slight but speed and dexterity increases.

Eating -- The child can use a knife and fork but often regresses to use of fingers. The knife is used for spreading, not cutting. At about six years of age the amount of food eaten increases rapidly.

Sleep -- Naps decrease and discontinue. Ritual is important. Disturbing dreams decrease.

Elimination -- By four years of age bowel and bladder control should be good. Bed wetting may be due to physical or psychological factors.. or faulty training. If the problem persists beyond four years of age consult the doctor. At six years of age most accidents are due to adjustments to school facilities and routines.

Child -- Six years to twelve years

The growth pattern is upwards; thus giving the characteristic "bony" appearance.

Weight -- Weight increases an average of eight to ten pounds per year.

Height -- The average increase in height is four to six inches per year.

Proportion and posture -- Change is becoming more rapid; the legs lead in growth, large muscles are better developed than fine muscles, chest and abdomen are flatter, head is more erect. The "all hands and feet" look is due to their early full growth.

Facial features -- The lower face lengthens and fills out. The lips are fuller and the nose reaches full size. The eyes are also full size.

Sleep - Ten to eleven hours of sleep is needed.

Adolescence -- puberty to maturity

By the late teens physical growth is almost complete.

Weight -- Increase in weight is due to skeletal and muscular growth. When this growth is complete in girls by age seventeen, they have an average weight of 130-135 pounds. When boys have reached the same stage of development at age nineteen, they have an average weight of 155 pounds.

Proportion -- Legs are four times as long as they were at birth. Hands and feet complete their growth during early adolescence yet their arms and legs are still growing. Boys become broad shouldered and deep chested. Girls begin to show mature development of hips, bust and calves.

Teeth -- The early adolescent has twenty-eight of his thirty-two permanent teeth. The last four teeth (wisdom teeth) appear between the ages of sixteen and twenty-five.

Muscular development -- Coordination has improved and stability is reached by the age of sixteen.

Health -- Good health is due to good prenatal and postnatal care. Good health and good nutrition results in early maturity.

Sleep -- At least eight to eight and a half hours are needed. Adolescents are very apt to become over fatigued. Girls tire more easily than boys.

Eating -- There are periods of extreme hunger.

Voice -- Boys larnyx increase in size during adolescence. This accounts for their changing voices. Girls vocal chords are shorter than boys.

Sweat glands -- These glands become active during puberty.

Hair - Hairiness increases with age during adolescence, especially among boys.

Sebaceous glands -- The increased activity of these glands accounts for the increasing oiliness of skin and hair.

Adult -- Twenty plus

The body has attained adult height and proportions. The sex characteristics are well developed.

Height -- Falls within the range of normal for sex and race.

Weight -- is proportionate with height.

Proportion -- The adult head is one-sixth of the body length, the trunk is three times as long and wide as at birth. Adults legs are five times as long as at birth.

Middle Years -- Forty to Sixty Years

Weight -- Weight often begins to increase... middle age spread.

Skin -- The skin is drier and shows tendencies to wrinkle. Facial hair is becoming more prominent and stiffer.

Eyes -- The use of bifocals and reading classes is increasing.

Health -- By the forty's men and women begin to change noticeably; prostate, pelvis, and breast problems are the most frequent. The degenerative processes of physiological aging begins either to make themselves felt or to be observable to the trained eye. Every organ eventually begins to lose structure, size or efficiency. Anxiety reactions are brought about by physical problems. Depression, emptiness, despair, or futility are subjective feelings of aging.

Change of Life -- The middle years contain the crisis known as the climacteric or change of life. There are changes in sexual potency, as well as in the secondarysexual characteristics that determine attractiveness. This involves the transition from the youthful parental phase through the change of life. Both men and women experience the climacteric. The man's change is not so much physical as psychological..... There is a need to prove his worth. A trained individual can see some physical changes but they are not noticeable to others.

Menopause -- The activity of the woman's reproductive system declines. Tissues involved become unnecessary and deteriate. Physical symptoms of these changes are gradual cessation of menstration. Some women experience hot and cold flashes, dizziness, sweating, insomnia, excitability and irritability; others do not.

Later Maturity - (Old Age)[1]

Here is a partial list of the effects of aging, and where percentages are shown in the following list, they represent a comparison of the healthy, average seventy-five year-old with the average thirty-year-old, as reported by Dr. Nathan Shock, chief of the National Institute of Health's Gerontology Branch. For example, the water content of the older man is "normally" 82 per cent of that in the younger man.

Hair -- Less abundant, brittle, dull, gray. There may be more hair in the nostrils, ears, and eyebrows; the hair on the upper lip and chin of women may grow thicker and longer.

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[1] From CARING FOR THE AGED, by Bertram B. Moss. Copyright (C) 1966 by Bertram B. Moss. Reprinted by permission of Doubleday & Company, Inc.

Skin -- Progressive loss of elastic tissues and of the fatty layer immediately under the skin's surface leads to wrinkling. There is an increase in sensitivity to changes in temperature, etc. A decrease in oil secretion and sweat-gland activity results in dryness and scaling.

Eyes -- Few people over sixty see well without glasses, as the result of accumulative damage to the eye, the degeneration of fibers within the optic nerve, and the onset of glaucoma and cataract. The depth of the eyeball shortens, which may lead to farsightedness -- or "curing" of nearsightedness. Color perception and the eye's power to adjust to different levels of light and dark are reduced.

Hearing -- By sixty-five, the ability to hear high-pitched sounds is usually lost, but this doesn't interfere with our perception of normal conversation. There is a degeneration of fibers within the auditory nerve.

Smell and Taste -- The acuteness of these interrelated senses begins to decline at about sixty. The mucous membrane lining of the nose is thinned out, and the number of taste buds is down to 36 per cent of those in the younger person.

Breasts -- A woman's breast gland tissue is replaced by fibrous cells; the loss of fat tissue causes the breasts to flatten out and sag; the ligaments holding up the breast become lax.

Bone -- A decrease in calcium content makes them more fragile. The bone marrow is diminished. As the cartilage between the segments of the spinal column decreases, the vertebrae come closer together, resulting in a loss of height.

Ligaments -- These tend to contract and harden, so that the spinal column becomes bent, and the familiar hunched-over aspect of age results.

Joints -- The cartilage between the joints wears thin, and there is a decrease in the fluid that lubricates their inner surface.

Blood Vessels -- The arterial wall thickens; fibrous cells replace the elastic tissue. As the walls lose their smooth surface, calcium deposits form on the rough lining, leaning to rigiidty and hardening. The valves in the veins that help return the blood to the heart may weaken.

Muscles -- These begin to lose their strength in the middle years; and become flabby, fat-filled, dehydrated, smaller, with fibrous tissues appearing. This may be offset, to some extent, by exercise or worsened by joint and nerve malfunction. The maximum work rate for short periods (endurance) is 40 per cent; hand grip (as a measure of strength) is 55 per cent.

Nerves -- There is little functional change, though there is gradual replacement of nerve tissue by fibrous cells. Slower reaction and reflex timing. The number of nerve trunk fibers: 63 per cent; nerve impulse rate: 90 per cent.

Brain -- The folds of the brain flatten out, and this may result in decreased circulation of blood within the brain. There may be a decrease in the total number of cell, but the brain functions normally unless its blood supply is even briefly blocked.

Endocrine Glands -- There is some replacement by fibrous tissue. These glands usually function at close-to-normal rates throughout life. However, the thyroid is usually smaller, resulting in a lower rate of basal metabolism (the amount of energy expended at rest). The body burns its fuel efficiently but less rapidly, and so less fuel is used and less needs to be taken in. The basic metabolism rate: 84 per cent.

Lungs -- Some functioning air sac membrance is replaced by fibrous tissue, interfering with the exchange of gases within the lung. Maximum usable lung capacity: 56 per cent. Breathing capacity: 43 per cent.

Heart -- Muscle and valve tissue replaced by fibrous cells, reducing the heart's efficiency. That of the older person pumps only 70 per cent as much blood at rest as that of the young man.

Stomach -- Secretes less hydrochloric acid, and fewer of the enzymes which aid digestion.

Pancreas -- Loses some of its ability to produce the enzymes used in protein and sugar digestion.

Intestine -- Secretes fewer digestive enzymes, and the walls of the intestine may become pocked and lose some of their absorptive power. The weakening of the large bowel and anus muscles may lead to slower evacuation.

Kidneys -- Lose up to half their filtering ability, but if not clogged by kidney stones, maintain reasonable function--69 per cent. The blood flow to the kidney also decreases by 50 per cent; any further damage caused by insufficient blood supply may lead to renal hypertension. Each kidney needs only 25 per cent of its healthy tissue to function.

Body Weight -- Decreases to 88 per cent of that of the younger person.

You'll notice that the replacement of the elastic tissue by inelastic fibrous cells is both frequent and widespread; some researchers believe that if there is a "process of aging," it is probably represented by change in connective tissue.

It should be emphasized that these changes in the body do not necessarily mean that the healthy aged person cannot function within normal limits; but it does mean that there is less resistance to physical stress. Also, we must remember that no single change is of major importance; it is the accumulation of "losses" that may be meaningful.

For example, Dr. Arthur Norris, coordinator of the study being conducted at Dr. Shock's gerontology unit in Baltimore, points out that "you have to allow more time for an older person to do things. In our tests, if there was a time limit or a speed limit, the older person was found to be at a disadvantage.

DIGEST OF DEVELOPMENT OF INFANCY AND EARLY CHILDHOOD

(Birth to 6)

Physical Growth

Rapid growth in size. Movement and activity increases.
Learns to walk - other locomotion skills. Learns to talk
Expands vocabulary. In later part of period, the childs body begins to achieve physiologocal stability of adult.

Health

Rest -- up to 16 hours, including naps. Decreases to about 11 hours at 6 years. Adequate sleep with restful conditions aids normal development. Digestive system grows ready to digest and assimilate a variety of foods. Chewing apparatus develops to handle semi-solid and solid foods. Treatment during weaning period may have profound effects upon personality. Learns to control elimination of body wastes.

Emotional, Personality and Social Security Status

Requires much attention. Relates emotionally to parents, siblings and others. Develops simple concepts of social and physical reality.

Learns play by self, with others. Needs security of others around.

In the period of development from birth to twelve months the infant develops a sense of trust or feeling of security. Trust develops from an atmosphere of love, calmness and security. Between one and three years the child strives for autonomy. He seeks independence and is self-assertive. At four to 5 years of age he is in the period of initiative. Bases of conscience begin to develop, and he imitates adults.

Achievements

Basic skills. Muscle coordination through play and simple tasks. May develop skills in areas of special training as reading, dancing, etc.

Interests and Appreciation

Play; individual and group. Listening.
Imagination and make-believe. Seeing, feeling and doing "things." Models after adults.
Some responsibilities. Period of great activity.

DIGEST DEVELOPMENT OF MIDDLE CHILDHOOD
(6 to 12)

Physical Growth

Continued growth toward adolescent body. Girls may outgrow boys. May be chubby or slim. Very active. Muscle strength develops. Learn neuromuscular skills valued in childhood games and activities.

Health

Rest -- varies from 8-1/2 to 11 hours. Usually play hard enough to sleep well. Can be over-tired and restless.

Can understand and care for own body -- often unwilling to. Health habits of diet, sleep, cleanliness must be supervised.

Emotional, Personality and Social Security Status

Need direction in building wholesome attitudes toward oneself as a growing organism. Develop sense of physical normality and adequacy, the ability to enjoy using the body, and a wholesome attitude toward sex.

Learn the give-and-take of social life among peers and others. Needs to make friends and get along with enemies. Develops a "social personality." Value on physical skills. Forming own "sex role" ideas.

He is in the personality stage of accomplishment, a time of learning fundamental skills in reading, writing, calculating. As he learns to use industry, he enjoys a sense of accomplishment.

Sub-consciously and consciously developing inner moral control, respect for moral rules and the beginning of scale of values.

Achievements

Acquire concepts for thinking effectively about ordinary occupational, civic and social matters.

Motor skills increased and refined.

Democratic values begin. Basic social attitudes formed. Begin problem solving. Freer of adults. Struggling with lifes rules.

Interests and Appreciation

Play (also games) -- level above early childhood. Curious about everything. Desire to learn -- try anything. Some fears and cautions develop. Association with peers.
Some reflective thinking. Some scientific thinking. Schooling accepted "work" by most.

DIGEST DEVELOPMENT OF CHILDREN AND YOUTH

Later Childhood 11-13 pages 96-97 Colorado Program Planning Guide.

Early Adolescence 13-14 - pages 97-98 Colorado Program Planning Guide.

Middle Adolescence 14-16 - pages 98-99, Colorado Program Planning Guide.

Later Adolescence 16-18 - pages 99-100, Colorado Program Planning Guide.

DIGEST DEVELOPMENT OF EARLY ADULTHOOD

(18 to 30)

Physical Growth

Physical growth of body achieves adulthood. Adjustments to mature bodies reaches adult level. Makes adult sex adjustments.

Learns new motor skills expected of adults.

Periods of pregnancies -- responsibility for child's growth and maintenance of mother's physical condition.

Health

Period of maintaining desired physical condition by establishing healthful routines of eating, resting, working, playing within the pressures of adult world.

Gains understandings of medicine and science for personal well-being and social competence. Rest may be less than desired due to social pressures of work and play. Grooming important to social adjustment.

Emotional, Personality and Social Security Status

In the period from 13 to 16 years, he strives for the personality stage of identity, becoming an independent individual in an adult manner. Between ages 15 to 18 years there is a transfer from self-love to love and caring for others. He is then in the personality stage of intimacy. Appreciations and problems of adult interpersonal relationships. Adjusting to adult-patterned set of social values. Resolving individual and group moral codes. The personality stage of generativity (15 to 18 years) is a time of preparation for bearing and rearing children, exploring possibilities and/or choosing for future mate.
Exploring possibilities and/or choosing an occupation or vocation.
Exploring possibilities and/or choosing role as citizen.
Complete independence of parents, perhaps responsibility for them.
Developing beliefs and philosophies.
Building a strong mutual affectional bond if there is a marriage partner.
Responsibilities of own home.
Becoming parents -- managing children.
From 25 years on, he is in personality stage of ego-integrity.
Develops a sense of self-discipline, the mark of maturity.

Achievements

Assumes own economic support. May support others.
Solves own personal problems or seeks help.
Finds satisfying giving - receiving pattern of affection.
Full responsibilities of citizenship roles.
Liveable social role, morals, philosophy.
Workable belief and value system.
Family -- own children.

Interests and Appreciation

Becoming a person others would choose as a mate.
Choosing a mate.
Beginning and developing families.
Professional and vocational advancement.
Acquiring possessions.
Attaining adolescent goals -- or -- adjusting goals.
Developing hobbies -- filling leisure time -- usually active ones.
Enjoying interpersonal relationships.
Family -- own children.

DIGEST OF DEVELOPMENT OF MIDDLE AGE
(30 to 55)

Physical Growth

Decline of physical capacity.
Muscular strength diminishes gradually.
Neuromuscular skills fading.
Aging of body tissues becomes noticeable.
More difficult to keep "trim" figure.
Activity slows down.

Health

Establishing healthy routines within pressures of adult world.
More precautions observed.
Rely on helps from some medicines.
Men adjust to age rather smoothly.
Women experience menopause.
Stresses and pressures may cause psychological disturbances.

Emotional and Social Security Status

Concerned about civic affairs.
Income and cost of maintaining standard of living.
Assisting teenage children to become responsible, happy adults. (Guidance and freedom)
Leisure time activities -- less active.
Building satisfying marriage.
Readjusting to "couple" rather than "parents".
Physical decline -- adjusting.
Adjusting to aging parents.
Relationships with in-laws.
Recognizing violations of moral codes.
Adjusting philosophy of life to adult realism.
Desire for acceptable religious climate.

Achievements

Leaders in civic life.
Life-long ambitions not achieved earlier (as trips).
Professional or vocational goal -- or adjust to not achieving them.
Higher standard of living.
Strong, mutually satisfying marriage relationship--or adjust without it.
New motor skills.
Families.

Interests and Appreciations

Economic and political affairs.
New social affairs -- new friendships.
Appreciate good health and medicines.
Additional educational interests.
Enjoying adult children.
Leisure time activities.
Grandchildren.

DIGEST OF DEVELOPMENT OF LATER MATURITY

(55 - --)

Physical Growth

Decreasing strength. Cells lose water -- pile up excess materials. Nutritional processes slow down. Self-repair slows down.

Health

Safety precautions increase.
Metabolic ability decreases -- need warmth.
Need good diet -- digestive system slower.
Heart less sturdy -- decrease strains.

Emotional, Personality and Social Security Status

Adjustment to changing bodies.
Families gone -- become a couple again.
Adjustment to retirement, reduced income.
Accept being older than "middle age".
Loss of friends, family members, parents and even spouse from death.
Need for interpersonal companionship.
Need for satisfactory affection -- giving and receiving.
Establish living arrangements.
Accepting graciously help from others.
Maintaining moral integrity if disappointed or disillusioned in hopes and dreams. Adjust beliefs to close life chapter in peace.

Achievements

Learning new ways because of retirement, deaths, etc.
Status and prestige as member of older group people.
Enjoy families. Enjoy leisure and slower pace. Acnieve goals not reached previously. Hope for feel of accomplishing desired purpose in life.

Interests and Appreciations

Tempo of life is slower. Companionship for which may not have had time before.
Additional education on interests and current affairs.
Strong political force. Help in conducting civic affairs.
Children -- as adults. Adult grandchildren.

DESIRABLE NEEDS OF HUMAN DEVELOPMENT AT ALL AGE LEVELS

Prenatal

1. Good heredity
2. Healthy, happy parents
3. Adequate medical care
4. Good environment

Birth

1. Good doctor and medical care
2. A happy family ready to receive him
3. A good environment prepared
4. Love
5. Security

Infancy

1. Adquate physical wants satisfied
2. Love and attention
3. Feeling of security
4. Good environment

Childhood

1. Happy family life
2. Love of all members of family
3. Training in culture of his people
4. Social training
5. Good diet
6. Care of health
7. Security
8. Political organization

Middle Childhood

1. Emotional response from the family
2. Adequate health care
3. Good environment
4. Security
5. Varied experiences
6. Chance for education
7. Training in culture

Period of Puberty - Later Childhood

1. Love and understanding
2. A good family background
3. Respect of community
4. Cultural training
5. Education
6. Social training
7. Acceptable behavior

Adolescence

1. A good environment
2. Respect of community
3. Chance for contacts with peer groups
4. Love and understanding
5. Education and knowledge
6. Cultural training
7. Recognition
8. New experiences
9. Freedom from fear
10. Chance for independence
11. Democratic discipline
12. Good health and medical care
13. Self esteem

Young-Adult

1. A good environment
2. Respect of community
3. Educational opportunity
4. Job opportunity
5. Chance to establish own homes
6. Love and understanding
7. Recognition
8. Security
9. Cultural training
10. Good citizenship
11. Independence
12. Self esteem
13. Chance to select a mate
14. Manage a home
15. Learn to live with marriage partner

Adult (Same as above)

1. Need for good environment for rearing children
2. Congenial social group
3. Civic responsibility
4. Pride in self

Later Maturity-Old Age

1. Love and security
2. Financial security
3. Independence from worry
4. Adequate health and hospital insurance
5. Human companionship
6. Varied interests

IN-BASKET - OUT-BASKET INSTRUCTIONAL TECHNIQUE

By Jo Elen K. Zgut

The In-Basket - Out-Basket instructional technique in this instance is designed as an evaluation technique. Following the teaching of the lesson basic needs in human development, the class as a whole and the individual students can use this technique to give evidence of their understanding of this objective and generalization. (See guidelines following technique explanation.)

This instructional technique is recommended for use in a two or three day sequence.

SUMMARY OF TECHNIQUE

STEP I

Step I includes the listing of basic needs of typical teenagers in laundry list or random form. These basic needs fall into three catagories; (1) physical needs, (2) emotional needs, and (3) social needs.

STEP II

Step II involves the class members in analyzing a case study in which students weigh the needs of the teenager described in the case study. Each need will be placed either in the In-Basket or the Out-Basket according to the importance of the need to the girl in the case study. Students will be expected to explain why they have placed a specific need into the respective basket.

STEP III

Step III gives the individual student the opportunity to enumerate and evaluate their own needs in the same fashion as was done with the case study.

STEP I

PREPARE A LAUNDRY LIST OF COMMON BASIC NEEDS OF THE TYPICAL TEENAGER

In the example following, you will find items which may appear on the laundry list in the three basic needs catagories. The students should be given the responsibility of enumerating the basic needs which will be included in the list. It is recommended that the basic needs listed in the three catagories be written on the chalk board as they are mentioned by the students.

EXAMPLE

LAUNDRY LIST

PHYSICAL NEEDS

food
clothing
shelter
freedom from pain
freedom from fatigue
etc.

EMOTIONAL NEEDS

love
understanding
self-esteem
confidence
success
etc.

SOCIAL NEEDS

acceptance
companionship
etc.

STEP II

Have available for each student a copy of the case study. The case study included here is an example but it is important to the learning process that the teacher develop and use a case study which will be appropriate for the class which she is teaching.

Develop the case study around the specific learnings which you hope the student will acquire from the lesson you have taught. The case study should be about experiences which will be familiar to your students and which they will understand and be able to visualize within their own realm of understanding. Write the study to correspond with the age level being taught, the socio-economic characteristics of your class, the type of community in which your students live, and any other considerations which you feel applicable to your own class situation.

When the students are thoroughly familiar with the case study, they will be ready to divide the basic needs listed on the laundry list into the In-Basket and the Out-Basket.

EXAMPLE OF CASE STUDY

Katherine, age 15, is five feet, five inches tall and weighs 120 pounds. She has an unusually good appearance, round faced, regular features, bronze hair, well groomed and except for a mild case of acne is one of the most attractive girls in her school. Despite this, she has relatively few dates and not very many close friends.

She is from a middle-class home in a small community. Her parents both work and are bright individuals who have taken advantage of their opportunities and have improved their families social status greatly.

Katherine thinks she is spoiled. Whe she was little she did not have many playmates. She has an older sister who she tries to imitate in every detail but feels inferior to her. Her sister is popular, aggressive and has a lot of friends. Katherine has childish temper tantrums and is insubordinate at school and at home. Occasionally, she is very close to her good friends but this is infrequent and does not extend over a very long period of time. She appears rather aloof when meeting new people and says she knows people do not like her when they first meet her. When meeting new people she is scared, tense, shaky, and unable to say the right things.

Katherine experiences problems at home. Her parents at times have been very impatient with her. They say they do not understand her and have scolded her severely for her shiftlessness, her moody, dreamy nature, and her inability to make good grades despite her superior ability. She has taken out her aggression on the school and finds fault with her teachers. But, Katherine is easily hurt and quick tempered. She says she "does not care what other people think" of her. She daydreams a lot and lives in her own little world. She admits she is much happier when she is away from home. The greatest conflict with her family at present exists because she wants to spend much of her time away from home and when she is home she locks herself in her own little world which her family does not understand.

Frequently Katherine does not appear for meals and this causes tension in the family. Her punishment is usually restriction to her room. She spends much of her restriction time reading books and articles which make her daydreams more realistic. Even though this is the usual form of punishment, occasionally, Katherine's father will inflict physical punishment on her. Because of this, Katherine avoids any but the most necessary contact with him. When she must be around her father, she is very quiet and does not participate in any conversation unless addressed directly. But, in the seclusion of her room, Katherine becomes very vocal in her remarks in a whispered tone and reenacts the entire discussion if it has concerned her. During this reenactment she says all the things she hasn't dared say to her father in person.

EXERCISE

The In-Basket should include the basic needs which the students feel carry the most importance for the teenager in the case study. The Out-Basket will contain the remaining basic needs which carry less importance than those in the In-Basket. (Following is an example of placement order on the chalk board.)

In-Basket	Laundry List	Out-Basket
	Physical needs	
	- - -	
	- - -	
	Emotional needs	
	- - -	
	- - -	
	Social needs	
	- - -	
	- - -	

In the division of the basic needs into the respective baskets, the choices the students make will be based on the goals of the teenager in the case study and the values of this teenager as perceived by the student.

As each student designates a basic need for the In-Basket, she should be able to answer the following questions for the class concerning her choice:

1. What goal of the teenager in the case study evidences the satisfying of this basic need?

2. What value is held by the teenager in the case study which has prompted her to set this goal for herself?

3. What are some examples of other goals which the teenager in the case study could have set for herself that would satisfy the same need but which would have been evidence of a different value?

The class would list in the In-Basket all the basic needs which the teenager in the case study gave evidence of satisfying. The remaining basic needs would be placed into the Out-Basket.

Those basic needs placed in the Out-Basket should be examined and a brief discussion held on what goals could be set by the teenager in the case study so that some goals from the Out-Basket could be placed in the In-Basket. In other words, examine several basic needs in the Out-Basket which the students have felt that the teenager in the case study has not given evidence of satisfying. Discuss some possible goals which the teenager in the case study could add to her present goals which would help her to satisfy more basic needs than she is satisfying at the present time.

STEP III

1. Have available for each student a copy of the laundry list of basic needs which was made up in Step I.

2. Instruct each student to consider her own present situation.

3. Through the use of the In-Basket - Out-Basket technique have each student analyze herself in respect to how she is satisfying her own basic needs. This exercise will be accomplished in the same way as the students analyzed the case study in Step II.

4. It is recommended that this assignment be written and that the assignment include both an In-Basket and an Out-Basket in addition to answers to the specific questions asked in Step II.

GUIDELINES FOR USING THE IN-BASKET - OUT-BASKET INSTRUCTIONAL TECHNIQUE

1. The instructional objective must be clearly identified. Whether or not the instructor identifies these objectives for the student or lets the student identify their own is largely a matter of choice. Knowing the specific objectives is, of course, important in terms of identifying activities for the student and in terms of evaluating the progress of the student.
2. The instructor must be thoroughly familiar with the use of the In-Basket technique and the case study involved in it. The more familiar the instructor is with the materials, the more adept she will be in setting a wider variety of possibilities for instructional use.
3. Student interaction must be understood and accepted by the instructor. If an instructor is not willing to let students become involved in discussing, or if she is not secure in seeing students make mistakes, she will probably find this technique very unsatisfactory as an instructional device.
4. Total participation can be achieved if the instructor will take the time to draw out the quiet student, and if necessary, restrict the student who would dominate the discussion.
5. Students must be permitted freedom to explore alternatives. The instructor must guard against correcting all "wrong choices." The discovery method of learning is, in part, at play during discussion and often is left uncorrected during an early stage of a discussion, the students will, in a very meaningful way, find a better answer as they are encouraged to express their views.
6. The instructor needs to learn how to phrase questions which will stimulate discussion. Those questions which can be answered with a fact or a "yes" or "no" should be avoided so that questions which will lead to the consideration of implications relative to the topic can be considered.
7. Adequate time for considering all possible items in the In-Basket technique must be provided.
8. This instructional technique can provide both realistic and meaningful situations around which class experiences can be engineered.

In this instance, this instructional technique has been designed for use as an evaluation technique at the 9th grade level. It is by no means limited to use for this purpose or this grade level.

Through adaptation, this technique may be designed for use at any grade level. It may also be used to introduce a variety of units or objectives, or for reviewing material already presented. It may be used in a variety of ways for differing objectives.

The use of this technique is limited only by the creativity and imagination of the teacher.

GOALS OF THE ADOLESCENT*

A. General Emotional Maturity

From	Toward
1. Destructive expressions of emotion	1. Harmless or constructive expressions
2. Subjective interpretation of situations	2. Objective interpretations of situations
3. Childish fears and motives	3. Adult stimuli to emotions
4. Habits of escaping from conflicts	4. Habits of facing and solving conflicts

B. Establishment of Heterosexual Interests

From	Toward
1. Exclusive interest in members of same sex	1. Normal interest in members of opposite sex
2. Experience with many possible mates	2. Selection of one mate
3. Acute awareness of sexual development	3. Casual acceptance of sexual maturity

C. General Social Maturity

From	Toward
1. Feelings of uncertainty of acceptance by peers	1. Feelings of secure acceptance by peers
2. Social awkwardness	2. Social poise
3. Social intolerance	3. Social tolerance
4. Slavish imitation of peers	4. Freedom from slavish imitation

D. Emancipation from Home Control

From	Toward
1. Close parental control	1. Self-control
2. Reliance upon parents for security	2. Reliance upon self for security
3. Identification with parents as models	3. Attitude toward parents as friends

E. Intellectual Maturity

From	Toward
1. Blind acceptance of truth on the basis of authority	1. Demand for evidence before acceptance
2. Desire for facts	2. Desire for explanation of facts
3. Many temporary interests	3. Few, stable interests

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*From Chapter One, "The Goals of Adolescence", from PSYCHOLOGY OF ADOLESCENCE, 5th Edition, by Luella Cole. Copyright 1936, 1942, 1947, (C) 1599 by Holt, Rinehart and Winston, Inc. Copyright (C) 1964 by Luella Cole Lowie. Reproduced by permission of Holt, Rinehart and Winston, Inc.

F. Selection of an Occupation

From	Toward
1. Interest in glamorous occupations	1. Interest in one practicable occupations
2. Interest in many occupations	2. Interest in one occupations
3. Over-or under- estimation of one's own abilities	3. Reasonably accurate estimate of one's own ability
4. Irrelevance of interests to abilities	4. Reconciliation of interest and abilities

G. Uses of Leisure

From	Toward
1. Interest in vigorous, unorganized games	1. Interest in team games and intellectual contests
2. Interest in individual prowess	2. Interest in success of team
3. Participation in games	3. Spectator interest in games
4. Interest in many hobbies	4. Membership in few clubs

H. Philosophy of Life

From	Toward
1. Indifference toward general principles	1. Interest in and understanding of general principles
2. Behavior dependent upon specific, learned habits	2. Behavior guided by moral principles
3. Behavior based upon gaining pleasure and avoiding pain	3. Behavior based upon conscience and duty

I. Identification of Self

From	Toward
1. Little or no perception of self	1. Moderately accurate perception of self
2. Little idea of other people's perception of self	2. Good idea of other people's perception of self
3. Identification of self with impossible goals	3. Identification of self with possible goals

FAMILY DEVELOPMENTAL TASKS

The developmental tasks of each individual member of the family are occurring concurrently with those of the family as a unit. The result is that sometimes the tasks are complimentary and sometimes conflicting. The chart below taken from Family Development by Evelyn Duvall, illustrates how this occurs in the Beginning Family. Similar tasks, conflicts and completions occur at all stages of the family cycle. Similar charts may be prepared for the Childbearing FAmily, Families with Preschool Children, Families with School Children, Families with Teenagers, Families as Launching Centers, Families in Middle Years, and Aging Families.

YOUNG FAMILY DEVELOPMENTAL TASKS	DEVELOPMENTAL TASKS OF THE YOUNG HUSBAND	DEVELOPMENTAL TASKS OF THE YOUNG WIFE	COMPLEMENTARY AND CONFLICTING POSSIBILITIES
The developmental tasks of beginning families are basic for the establishment of the family. Although they differ from family, from class to class, and from culture to culture, they may be listed in their more general aspects as follows:	Becoming established in an occupation.	Making a home and managing the household.	Complementary (shared responsibility in homemaking)
	Assuming responsibility for the support of his family.	Becoming a financial helpmate in establishing the home.	Conflicting (husband engrossed in work away from home, while wife tries to elicit his active cooperation in homemaking)
	Fulfilling his military service requirements	Maintaining a home base with her husband in service.	
1. Establishing a home base in a place to call their own.	Establishing mutually satisfying sex relationships.	Becoming a satisfactory sex partner.	Complementary (both are economic partners through establishment phase)
2. Establishing mutually satisfactory systems for getting and spending money.	Becoming "domesticated" as a married man.	Assuming hostess and companionship roles as a married woman.	Conflicting (her work threatens his status as bread winner)
3. Establishing mutually acceptable patterns of who does what and who is accountable to whom.			

FAMILY DEVELOPMENTAL TASKS, CONTINUED

YOUNG FAMILY DEVELOPMENTAL TASKS	DEVELOPMENTAL TASKS OF THE YOUNG HUSBAND	DEVELOPMENTAL TASKS OF THE YOUNG WIFE	COMPLEMENTARY AND CONFLICTING POSSIBILITIES
4. Establishing a continuity of mutually satisfying sex relationships			Conflicting (husband is pulled away from home, while wife's efforts are maintaining unity and integrity of home through their separation)
5. Establishing systems of intellectual and emotional communication.			Complementary (each has the task of communicating intimately with the other)
6. Establishing workable relationships with relatives.			
7. Establishing ways of interacting with friends, associates, and community organizations.			Complementary (both husband and wife are learning to move in tandem in their social life as a couple)
8. Facing the possibility of children and planning for their coming.			
9. Establishing a workable philosophy of life as a couple			

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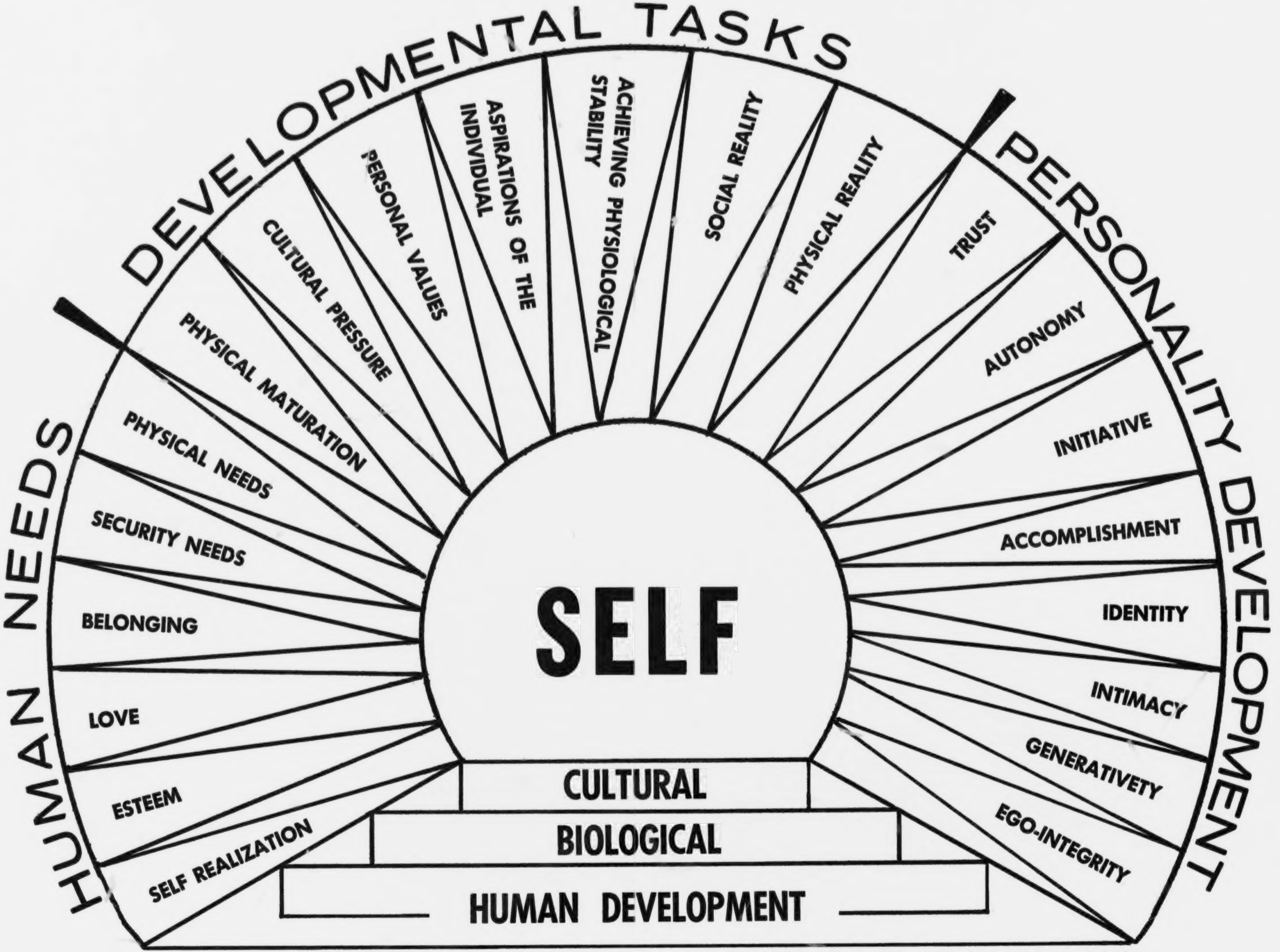

HUMAN NEEDS
DEVELOPMENTAL TASKS
PERSONALITY DEVELOPMENT
SELF REALIZATION
ESTEEM
LOVE
BELONGING
SECURITY NEEDS
PHYSICAL NEEDS
PHYSICAL MATURATION
CULTURAL PRESSURE
PERSONAL VALUES
ASPIRATIONS OF THE INDIVIDUAL
ACHIEVING PHYSIOLOGICAL STABILITY
SOCIAL REALITY
PHYSICAL REALITY
TRUST
AUTONOMY
INITIATIVE
ACCOMPLISHMENT
IDENTITY
INTIMACY
GENERATIVETY
EGO-INTEGRITY
SELF
CULTURAL
BIOLOGICAL
HUMAN DEVELOPMENT

by Millicent Lane, Jean Lewis, Augusta Franchs

SELF

By Dorothy Smith

Explanations of self

The "self" may be explained as: (a) a composite of thoughts and feelings which constitute a person's awareness of his individual existence; (b) the individual as known to the individual; (c) what is referred to when one says "I"; (d) a person's inner world as distinguished from his outer world of all other people and things. In other words, the SELF is comprised of all the beliefs, ideas, attitudes and feelings, conscious or unconscious, which an individual has concerning himself.

Origin of self

The self originates at birth in the individual's body chemistry and the quality of his body structure and functions. Metabolism, allergies, and a delicate or rugged constitution play a decided role in its development. The infant builds upon his inherited foundation by reacting to the earliest communications with significant people in his life. Before he is consciously able to recognize what is happening to him, attitudes and feelings are conveyed to him, most especially by parents. The tone of voice and later language meanings hasten the evolution of the self. Relatives, teachers, peers, siblings, and other significant people in life exhibit attitudes toward the child. If these communications are derogatory, self is seen in a derogatory light and vice versa. The interrelationship between attitude toward self and attitude toward others correlates very closely.

The self, then, is acquired, not inborn ready-made. It develops as a person with his inborn abilities and tendencies meets experiences throughout life. All people, family, school, associates, friend or enemy contribute to development of self. Other factors are the progress of powers of perception and insight, and in time, ability to imagine, to form concepts, to appreciate values, and to form moral judgments. Thus from continuing interaction between his need-goal motivation and the pressure of society, the individual's self emerges.

Features in developmental stages of self

The self really begins before birth. Helpless and dependent in the first months of life, he shows signs of being able to differentiate between people and things and between himself and others. Soon he is aware of his own personal resources--crying, cooing, smiling, and bouncing--that will get reactions from others. A clash between himself and others brings about his realization of opposition to his wants and wishes.

Two highly significant features in the development of self are (1) the ability to attribute purpose--acceptance, rejection, and the like--to the acts of others; and (2) the development of his powers to imagine. If a healthy setting exists for imagining, he becomes creative and productive; conversely, if the setting is unhealthy, a distorted or false image of self appears, causing criticisms to be expanded into insult or hatred, or causing retirement from the real world into daydreams.

Gradually, the self reaches the stage of concern for prestige and power noticeable in the naughtiness of the small child and the dominance of play. Later, this evolves to name calling and epithets. The vocabulary reflects the evolving self.

Characteristics of the self

The impact between the self and the flow of experiences inherent in the process of living is continuous throughout life. Every experience is analyzed as the individual perceives, interprets, accepts, resists, or rejects what is met in the light of the self. Alertness and vigilance in meeting experience characterize the self. The individual accepts and incorporates what is congenial to his accepted self and seeks to reject or avoid what is uncongenial. This "self" has a feeling of reality to the individual that is difficult to dislodge.

What the individual is self-wise and what he thinks and feels he is may be quite different. This discrepancy may be unconscious because the individual has failed to face certain possibilities. This self picture he carries--the conscious beliefs, ideas, attitudes, feelings of "self"--is only a part of his real self which encompasses all aspects, both conscious and unconscious.

Maintenance of self

The individual makes great effort to keep intact the concepts of self established whether true or false. Resistance is intense to anything incompatible with the self image. Yet, the paradox of a continuously growing and changing concept of self vying with a self geared to resist or prevent change exists. In the process of preserving the selfhood he has developed, the individual will resort to defenses such as rationalizing, withdrawal, or other defense mechanisms.

Self at various ages

From birth to about one year the self is exhibiting behaviors that suggest true self-recognition. By two the individual reaches the "I'm really somebody" stage, and from 3 to 4 years of age he is really becoming a person. The 4 to 5 year old period is characterized by associating of the self with the physical body. Around age 11 the individual tends to reach a peak of self acceptance and expresses this largely in awareness of his status and traits.

During adolescence, body awareness surges into prominence and interest in the opposite sex brings new thrills and complications. To the adolescent a number of potential selves are possible; and he wants his most acceptable, attainable self....he must make good as an adolescent. If society helps, the attainment of the highest possible adolescent self is relatively easy. Manifestations of failure at this stage are negativism, defeatism, delinquency, mental disorder and insanity, drunkenness, drug addiction, and even suicide. Respect from own sex age group rather than from adults is vital to an adolescent, and in the effort to establish this new basis for getting respect, the individual gives up childhood activities as he experiments.

In the years of adulthood the self continues to grow gradually and continually as the individual participates in an ever-widening environment, and the concept of self, ideal or real, serves to integrate the individual's personality pattern. Whenever self is involved, the individual tries to learn quickly in order to keep a feeling of security and maintain the approved self concept.

The "positive" self

The self-acceptant person has a "positive" self, and his self characteristics are integrated into the characteristic role he learns to assume. His attributes are those that lead to a personality adequate to cope with every experience of life.

The self-acceptant individual achieves three particular outcomes--acceptance, affection, and achievement.

Self-realization is the goal of all development, although the desire for safety or comfort may cause the individual to compromise with self-realization. Certain conditions foster attaining self-realization. Fundamental needs related to physiology, security,love and esteem must be satisfied before self-realization can be attained.

Teenager Grows Toward Maturity*

Juanita Roberts

The purpose of this academic game is to help students analyze their present personal maturity, select ways to satisfactorily grow to a higher level of maturity, and to determine how personal behavior results from an attempt to fulfill basic needs and developmental tasks.

The game simulates typical ways in which a teenager may attempt to grow toward physical, emotional, social, and intellectual maturity. This game may be used as an introduction to the study of maturity. The student may research the facts and learn procedures needed to assist them in their personal growth toward mature behavior. Subsequently the game may be used in the student's personal evaluation of maturity.

In looking at the game, you will note that it includes four areas of maturity -- physical, emotional, social and intellectual. The concern of the students using this game may be to develop an awareness of many alternatives for growing toward maturity, and when these are enumerated, to carefully weigh the alternatives before making a decision as to the best way or ways to achieve the maturity.

Directions

1. Supply each student with a game sheet and a set of pieces of paper with numbers from 1 to 8 on the papers.

2. Students turn numbers upside down and then draw one number for each group of alternatives. The alternatives are numbered consecutively from 1 to 7 and the surprise space in the corner is number 8. If a student draws number 8, she chooses a card from a group of pre-prepared surprise alternatives. Some suggestions for surprise alternatives which may be used with this game are:

   -- Dad has an opportunity for a better job in another state.

   -- Your school is offering a course in wage-earning related to Home Economics.

   -- A class group picture shows that you are taller than most of your class mates.

Adapted from the game "TEENAGE POCKETBOOK", by Dr. Mary Helen Haas, Professor Home Economics Education, Colorado State University.

-- Your parents will not allow you to go on a weekend skiing trip with your four girlfriends.

-- You are elected president of your Chapter of Future Homemakers of America.

-- Grandmother is coming to make her home with your family.

-- A new girl of a minority race enrolls in your home economics class.

-- You are asked to dance in the School Talent Show.

-- You have $25 given to you as a birthday present.

--- Your Mother cried when you came home at one A.M.

-- Your little sister played "dress-up" in your best party dress.

-- Your best girlfriend asks you to a party to be held on the same night as the F.H.A. Mother-Daughter entertainment.

3. Direct the student to look at all of the alternatives she has received by chance and ask herself these important questions:

   -- Are these good decisions for me when I consider my values, goals and maturity? Why or why not?

   -- Will this action help or hinder me in satisfactorily fulfilling my developmental tasks?

   -- What basic needs will be satisfied by this decision?

   -- Will this action complement or conflict with my family members decisions in seeking to accomplish their developmental tasks and needs?

   -- How will this decision help me progress to a higher stage of personality development?

   -- Would other alternatives be better than those shown?

   -- Considering the above decisions, how physically, emotionally, socially, and intellectually mature am I?

4. The teacher may ask students to reconsider the alternatives and answer such questions as:

   -- Are you considering present maturity and long term growth toward maturity?

-- What other information do you need before intelligent decisions can be made?

-- Who should make these decisions?

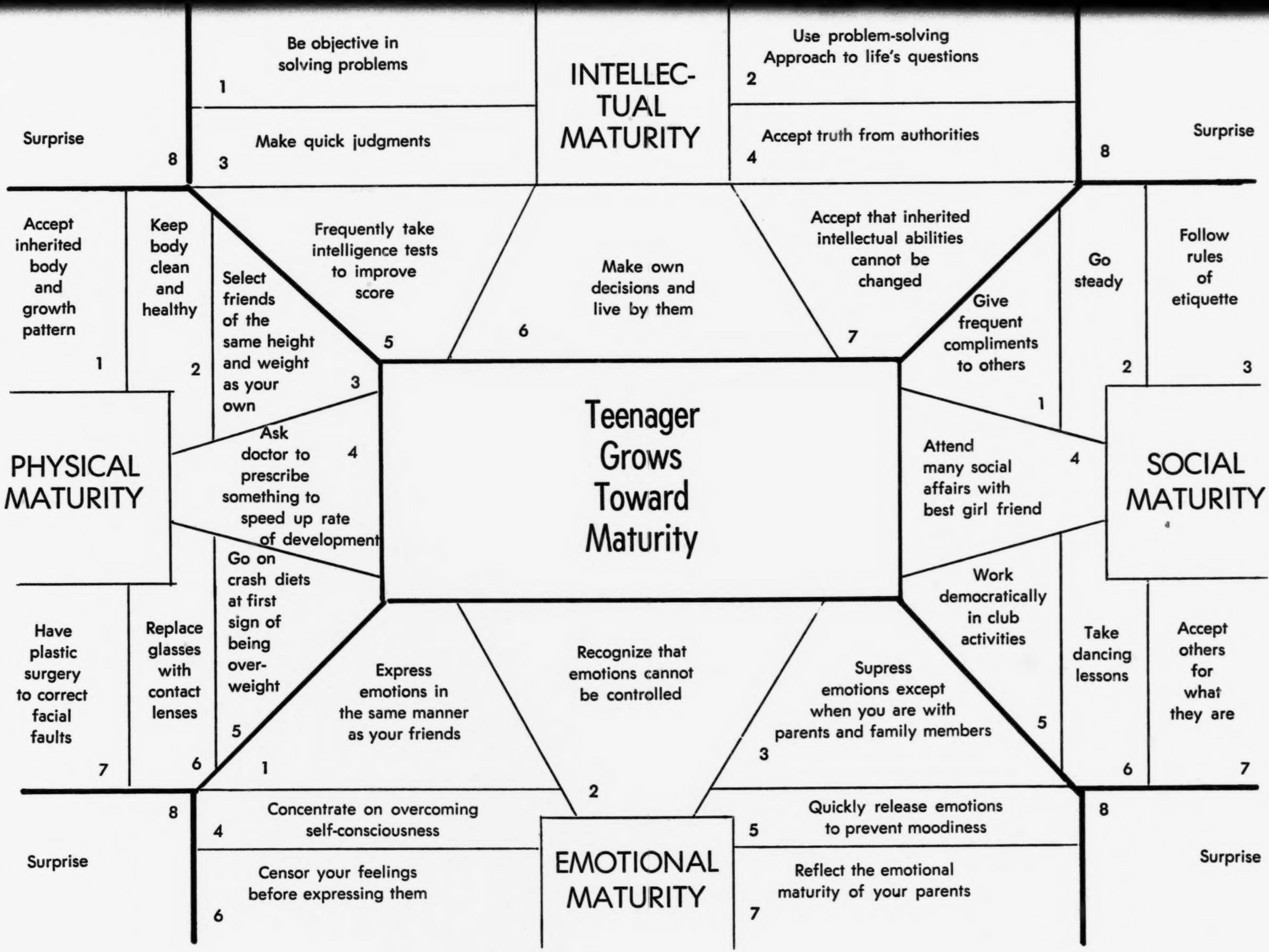
-- What are the family and individual developmental tasks implied?

Alternate Directions

5. Students may play the game by choosing one or more alternatives (rather than selecting by chance).

6. The student may research the facts and learn procedures needed to assist them in their personal growth toward mature behavior. After research, students may plan other alternatives and surprise statements to be used in the game.

7. The game may appear on a transparency to be viewed simultaneously by the entire class. Alternatives will again be selected on a chance basis, using the numbered papers. Each student will be asked to react to the alternative for herself. Students reactions will then be compared orally for the purpose of identifying differences in responses to this alternative by different individuals.


Teenager Grows Toward Maturity
INTELLEC- TUAL MATURITY
PHYSICAL MATURITY
SOCIAL MATURITY
EMOTIONAL MATURITY
Surprise 8
1 Be objective in solving problems
3 Make quick judgments
2 Use problem-solving Approach to life's questions
4 Accept truth from authorities
8 Surprise
Accept inherited body and growth pattern 1
Keep body clean and healthy 2
Select friends of the same height and weight as your own 3
Frequently take intelligence tests to improve score 5
6 Make own decisions and live by them
Accept that inherited intellectual abilities cannot be changed 7
Give frequent compliments to others 1
Go steady 2
Follow rules of etiquette 3
Ask doctor to prescribe something to speed up rate of development 4
Attend many social affairs with best girl friend 4
Go on crash diets at first sign of being over-weight 5
Work democratically in club activities 5
Have plastic surgery to correct facial faults 7
Replace glasses with contact lenses 6
Express emotions in the same manner as your friends 1
Recognize that emotions cannot be controlled 2
Supress emotions except when you are with parents and family members 3
Take dancing lessons 6
Accept others for what they are 7
8 Surprise
4 Concentrate on overcoming self-consciousness
6 Censor your feelings before expressing them
5 Quickly release emotions to prevent moodiness
7 Reflect the emotional maturity of your parents
8 Surprise

Factors Affecting Family and Individual Developmental Tasks

This is another version of the academic game described on the previous pages 137 and 140. The purpose of this game is to help the student analyze and appreciate the relationship of individual and family developmental tasks.

In this instance, a family case study is presented in game form. The student is to analyze the family situation to determine how factors may complement or cause conflict as family members attempt to fulfill developmental tasks.

Directions

1. Divide class into small groups.

2. Project a transparency of the game on a screen and explain the game.

3. Provide each group with sets of pieces of paper with numbers from 1 to 8 on the papers. Turn numbers upside down.

4. In each group one student draws a number and discusses. Examine the factor related to each of the 4 family members which this number represents. Consider:

    (a) How does the factor relate to a developmental task of each family member? Example: The fact that the Father watches all weekend sport shows on television may help him in fulfilling the task of developing adult leisure-time activities; or to the task of accepting and adjusting to the physiological changes of middle age. (Note: see pages 23-26, Colorado Program Planning Guide for the developmental tasks of each age group)

    (b) What possibilities are there for conflict or cooperation between family members? (When we compare a specific factor which represents the fathers experience with specific factors which represent other family members experience, we can observe possibilities of conflict or cooperation. For example, if Father spends his leisure time watching T-V sports shows, Grandmother has an abundance of leisure time, Daughter wants to listen to loud music, and Mother would rather attend the theater, conflicts may arise. On the other hand, if Grandmother spends her leisure time sewing for her Granddaughter, watches T-V with Son, or prepares refreshments for Mothers bridge club the factors may complement.

(c) How can fulfillment of conflicting tasks be adjusted?

(d) Are these factors representive of wise ways to satisfactorily fulfill the individual's developmental tasks? If not, what may be a better way of fulfilling the task?

(e) What basic needs are satisfied for each family member?

5. If the student draws number 8, she chooses a card from a group of pre-prepared surprise factors such as:

    (a) Grandmother has an increase in Socail Security benefits.

    (b) Father obtains a new account which will give him an additional commission of $10 a month.

    (c) Mother joins a little theater group.

    (d) Daughter receives a hair-dryer for her birthday.

    (e) Daughter's best girl friend moves to another town.

    (f) Daughter receives an A in her Home Economics Wage-earning class.

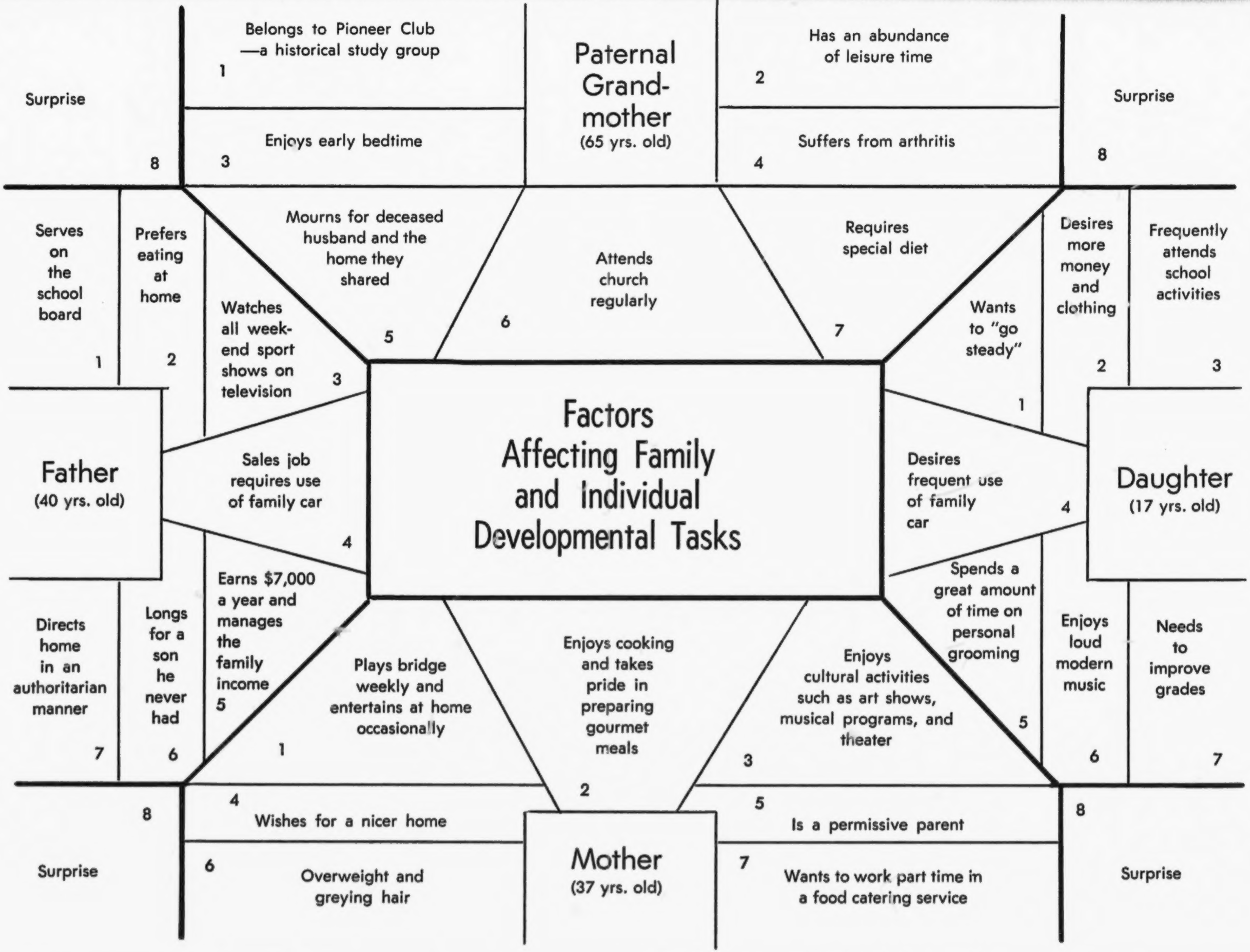
    (g) Mother goes on a reducing diet.

    (etc.)

6. Each group generalize ways in which factors related to each family member may complement a conflict with factors related to other family members.

7. Total class make generalizations about developmental tasks.

Note: Other adaptations or directions may be made for this game. It may be used as motivation, learning experience, or evaluation.


Factors Affecting Family and Individual Developmental Tasks
Paternal Grandmother (65 yrs. old)
1 Belongs to Pioneer Club—a historical study group
2 Has an abundance of leisure time
3 Enjoys early bedtime
4 Suffers from arthritis
5 Mourns for deceased husband and the home they shared
6 Attends church regularly
7 Requires special diet
8 Surprise
8 Surprise
Father (40 yrs. old)
1 Serves on the school board
2 Prefers eating at home
3 Watches all week-end sport shows on television
4 Sales job requires use of family car
5 Earns $7,000 a year and manages the family income
6 Longs for a son he never had
7 Directs home in an authoritarian manner
Daughter (17 yrs. old)
1 Wants to "go steady"
2 Desires more money and clothing
3 Frequently attends school activities
4 Desires frequent use of family car
5 Spends a great amount of time on personal grooming
6 Enjoys loud modern music
7 Needs to improve grades
Mother (37 yrs. old)
1 Plays bridge weekly and entertains at home occasionally
2 Enjoys cooking and takes pride in preparing gourmet meals
3 Enjoys cultural activities such as art shows, musical programs, and theater
4 Wishes for a nicer home
5 Is a permissive parent
6 Overweight and greying hair
7 Wants to work part time in a food catering service
8 Surprise
8 Surprise

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Chicago, Illinois 66010

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American Social Health Association,
1790 Broadway,
New York, N. Y. 10019

"Sex role and identity in adolescence"

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The American Toy Institute
200-5th Avenue
New York, New York 10019

List of publications which include:
"Children Need Toys"
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Child Care Booklets (Set) Free
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- Taking Care of a School Age Child

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Child Welfare League of America, Inc.
44 E. 23rd Street
New York, New York 10010

Publications list

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Fremont, Michigan 49412

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New Rochelle, New York 10801

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488 Madison Avenue
New York, New York 10022

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Johnson and Johnson - "How a Baby Grows". Free Chart

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71 East Ferry Avenue
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"Teaching of Infant Development," $1.50
Haupt and Asborn, Creative Activities, $1.50

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FILM LIST

Act Your Age. 14 min., Color, $4.75, CSC, CU.

Age of Turmoil. 20 min. $3.25 - CSC, CU.

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Baby's Day at 12 Weeks. 11 min., C & S, $2.25, CU, BYU, U. of U.)

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Baby's First Year. 8 min., University of Illinois.

Baby Sitter. 15 min., $3.50, Colorado State Department of Public Health, CSC, CU, U. of U., BYU.

Baths and Babies. 18 min., $1.75, Color. Colorado State Department of Public Health. CU, BYU.

Behavior Patterns at One Year. 10 min., $2.25, CU, BYU, U. of U., W.U.

Biography of the Unborn. 17 min. $3.50. CSU, CU, BYU, U. of U., W.U.

Care of the Newborn Baby. 20 min., B&W, Colorado State Department of Public Health.

Care of the Young Retarded Child. 18 min., $3.50, BYU, CSC, CU, U. of U. Colorado State Department of Public Health.

Child Care and Development. 18 min., $3.50, BYU, CSC, CU, U. of U.

Child in the Middle. 18 min., $3.50, U. of U.

Childbirth, The Great Adventure. 20 min. Color. $4.75. BYU.

Children's Emotions. 20 min., B & W, Colorado State Department of Public Health.

Children Growing Up With Other People. 23 min. $4.75. BYU, CSC.

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Fears of Children. 29 min., B & W, $4.75. CSC, U. of U., W.U.

Feeling Left Out. 13 min. $3.50, B & W, State Board of Health, BYU, CSC, CU, W.U., U. of U.

Focus on Behavior: The Conscience of a Child. 30 min. B & W. $4.75. BYU, CU, W.U.

Food As Children See It. 18 min. $4.75, Color, Colorado State Department of Public Health. CSC, BYU.

From Generation to Generation. 30 min. $5.75. CU, BYU, U. of U.

From Ten to Twelve. 26 min., B & W, $4.75. CU, U. of U.

From Generation to Generation. 30 min. Color. $16.25. BYU, CU, U of U.

From Sociable Six to Noisy Nines. 22 min. $3.50. BYU, CSC, CU, U of U.

Frustrating Fours and Fascinating Fives. 22 min. $3.50 Color. BYU, CSC, CU, U of U., W.U., Colorado State Department of Public Health.

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Girl to Woman. 16 min., Colorado State Department of Public Health.

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Human Heredity. 20 min., Color, $4.75. CU, U. of U.

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Prenatal Care. 23 min. $4.75. Nebraska University.

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Roots of Happiness. 25 min. $3.50. BYU, CSC, CU, U. of U., W.U. N.U.

Social Development. 16 min. $3.50. BYU, CSC, CU, U. of U.

Sociable Six to Noisy Nine. 22 min., $3.50, CSC.

Story of Menstruation, The. 10 min., $3.25. Color. Colorado State Department of Public Health, BYU, W.U.

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Who Cares About Jamie? 17 min. $3.50. U. of U.

You and Your Family. 8 min., $2.25, CSC, BYU, CU, U. of U.

Your Children and You. 29 min., $4.75, BYU.

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Brigham Young University (BYU)
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New York, New York

International Film Bureau Inc.
332 South Michigan Avenue
Chicago, Illinois 60604

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425 North Michigan Avenue
Chicago, Illinois

New York University Film Library
26 Washington Place
New York, New York 10003

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